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ABSTRACT

Proceedings of the Annual Meeting of the Middle States Association of Collegiate Registrars and Officers of Admission for 1973 are presented. Proceedings cover: confidentiality of records in admissions and registrars' offices, public relations and admissions partnership, innovative ideas and techniques for registrars, institutional research, professional school admission, financial aid for graduate and professional school students, innovative ideas and techniques in admissions, the financial aid officers in relations to the admissions and registrars offices, guidance of 2-year college students, open admissions implications, career information, foreign student admissions, equal opportunity, financial aid officer in relation to the community, counseling the rejected professional school applicant, admission and financial aid for veterans, and recruiting foreign students. Various other topics were discussed. (MJM)

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MIDDLE STATES ASSOCIATION OF COLLEGIATE REGISTRARS AND OFFICERS OF ADMISSION

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PROCEEDINGS
of the
ANNUAL MEETING
1973
NOVEMBER
Lancaster
Pennsylvania

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PROCEEDINGS OF THE ANNUAL MEETING

WORKSHOP FOR NEW ADMISSIONS PERSONNEL.....
Sister Brian.....
David Flynn.....
Lawrence J. Riordan.....
William A. Zulker.....
Robert H.Seavy.....
CONFIDENTIALITY OF RECORDS IN ADMISSIONS AND REGISTRARS OFFICES.....
Mark Brooks.....
William T. Allen.....
Robert Gebhardtsbauer.....
Violet Wilmore.....
Edward J. Yaw.....
PUBLIC RELATIONS AND ADMISSIONS PARTNERS IN COMMUNICATION.....
James H. Baker.....
Robert A. Clinger.....
William F. Elliott.....
Catherine E. Savage.....
INNOVATIVE IDEAS AND TECHNIQUES FOR REGISTRARS.....
Robert E. Cyphers.....
Judith L. Hirsch.....
Harold M. Hirshman.....
William A. Kessler.....
John T. Zebroski.....
J. Manfred Ennis.....
WHO WILL SURVIVE THE SEVENTIES AND HOW?.....
Lynn Redmond.....
George A. Kramer.....
Bruce Westerdahl.....
Patricia Burke.....
NORTHEAST EVALUATION PROJECT.....
Sister Mary George.....
Rodney A. Hart.....
Lt. Col. John B. Bradshaw.....
INSTITUTIONAL RESEARCH.....
Robert A. Howard.....
Geoffrey Dolman.....
Richard A. Edwards.....
Richard A. Kratz.....
Barbara J. Christie.....
PROFESSIONAL SCHOOL ADMISSION.....
Ronald M. Wolk.....
Gertrude W. Barris.....
Donald J. Taylor.....
Kenneth J. Dwyer.....
OPENING SESSION.....
Nancy H. Rutter.....
Dr. Calvin B. T. Lee.....
FINANCIAL AID FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS.....
Mary Wilkins.....
George Stamat.....
Alice Swift.....
Robert Goldstein.....

ARE REGISTRARS A NECESSARY COMMODITY IN THE AGE OF COMPUTER TECHNOLOGY?.....
Robert J. Glunk.....
R. Peter Jackson.....
James R. Jose.....
Melvin L. Woodward.....
Sister Stella Regina.....
INNOVATIVE IDEAS AND TECHNIQUES IN ADMISSIONS.....
Wayne Sigler.....
William F. Elliott.....
John Radcliffe.....
Jud Samon.....
Elizabeth G. Vermey.....
THE FINANCIAL AID OFFICERS IN RELATION TO THE ADMISSIONS AND REGISTRARS OFFICES....
Joseph Sciame.....
Peter Berkel.....
Richard P. Biondi.....
P. Daniel Clancey.....
Joseph McNally.....
GUIDANCE OF TWO YEAR COLLEGE STUDENTS: IN AND OUT.....
Shirley Perry.....
Anthony Adamo.....
Kenneth C. Kochey.....
Robert Schwalenberg.....
Karen F. Pridmore.....
OPEN ADMISSIONS-IMPLICATIONS FOR COLLEGE STUDENT.....
Lewis E. Prine.....
Peter F. Jonas.....
Abraham Lass.....
Peter Lattimer.....
Beverly J. Grinstone.....
CAREER INFORMATION COUNSELING AND THE ADMISSIONS PROCESS.....
Kenneth M. Rofrano.....
Raymond Bechtel.....
Charles Dundorf.....
Sam Raffel.....
Harold Libson.....
FOREIGN STUDENT ADMISSIONS UNIVERSITY, SMALL LIBERAL ARTS, COMMUNITY COLLEGE.....
Watana Keomovil.....
Brother F. Christopher, F.S.C.....
Gary Hopkins.....
Zach Yamba.....
IDENTIFICATION OF AND COMMUNICATION WITH PROSPECTIVE STUDENTS-Session II.....
James H. Baker.....
Anne T. Cleary.....
Luther H. Hoopes.....
Elizabeth Sharp.....
INNOVATIVE IDEAS AND TECHNIQUES FOR REGISTRARS.....
Robert E. Cyphers.....
Judith L. Hirsch.....
Harold M. Hirshman.....
William A. Kessler.....
John T. Zebroski.....
J. Manfred Ennis.....
INNOVATIVE IDEAS AND TECHNIQUES IN ADMISSION.....
Wayne Sigler.....
William F. Elliott.....

John Radcliffe.....
Jud Samon.....
Elizabeth G. Vermey.....
NEEDS ANALYSIS AND UNDERSTANDING FOR ALL.....
Sister Mary Elizabeth.....
Donald H. Schaeffer.....
Alexander G. Sidar, Jr.....
Ernest R. Chadderton.....
RECOMMENDED SCHOOL COLLEGE 2-YEAR - 4-YEAR ARTICULATION.....
Harry Woods.....
J. Harrison Morson.....
Lester B. Speiser.....
Patricia L. Young.....
Jagdish Singh.....
INSTITUTIONAL RESEARCH.....
Robert A. Howard.....
Geoffrey Dolman.....
Richard A. Edwards.....
Richard A. Kratz.....
Rear Admiral Robert McKnitt.....
RECOMMENDATIONS - RANK IN CLASS WHO NEEDS THEM?.....
John Davies.....
Sister Angela Dolores.....
Thomas Eglin.....
Robert W. Turner.....
Ann Marie Wiermer.....
PROBLEMS OF FOREIGN STUDENTS IMMIGRANTS, PERMANENT RESIDENTS, OR REFUGEES.....
Richard Wilson.....
David D. Feldman.....
Dr. Frank Hammond.....
Elise Schwab.....
Jethro C. Williams.....
EQUAL OPPORTUNITY OR TOKENISM.....
Blanche Goldwater.....
Alfred W. Bridges.....
John Cook.....
Gail A. Grillasco.....
WORKSHOP REPORTS: CARIBBEAN, WEST AFRICAN, SCANDINAVIAN - Session 1.....
Neal T. Benson.....
Cynthia J. Fish.....
Stephen H. Fisher.....
Alan Margolis.....
A PANEL PRESENTATION ON FORM DESIGN.....
Douglas R. Dickson.....
Ralph H. Jordan.....
Florence Pyle.....
L.M. Webster.....
Sister Janet Cavanaugh.....
DEMISE OF SOME AMERICAN COLLEGES SHOULD WE STAND BY AND WATCH THIS HAPPEN.....
H. Kenneth Shook.....
Roseann M. Maher.....
Carolynn Q. McIlnay.....
Susan Doenges Waring.....
Kathy Trzecieski.....
FINANCIAL AID OFFICER IN RELATION TO THE COMMUNITY.....
Sister Marie Helene Gibney

Vincent Femia.....
Arthur I. Fritz.....
Calixo Marques.....
Nancy Iszard.....
ADVISEMENT CRITICAL TO ACADEMIC SUCCESS OF MINORITY STUDENTS.....
Winston Thompson.....
Linda Gonzalves.....
Calvin Woodland.....
Laura Rogers.....
VALUES: AN INTEGRAL PART OF THE LIBERAL ARTS?.....
Guy A. Baker, Jr.....
Dr. David Mirsky.....
Robert Iannuzzi.....
WORK SHOP FOR NEW ADMISSIONS PERSONNEL.....
Sister Brian.....
David Flynn.....
Lawrence J. Riordan.....
William A. Zulker.....
COUNTY FAIR ACADEMIC CREDENTIALS AND GENERAL ADMISSIONS PROBLEMS FOR SELECTED FOREIGN COUNTRIES.....
Michele Carlino.....
Alex Bedrosian.....
James J. Remillard.....
G. Kirk Greer.....
WORKSHOP FOR NEW REGISTRARS.....
Fred Franklin.....
Charles P. Hurd.....
Lucille Norman (Mrs. Bart).....
James H. Wagner.....
The Rev. Fabian McNichol.....
COUNSELING THE REJECTED PROFESSIONAL SCHOOL APPLICANT.....
Jeffrey Ketcherson.....
Edward Barrett.....
Kevin Diron.....
Edward Moldowski, M.D.....
Mary Scarry.....
Robert H. Seavy.....
WHAT DOES 18-YEAR MAJORITY MEAN FOR COLLEGES?.....
Sara Arthur.....
Sister M. Joques Earley.....
Jesse Galin.....
Marie Schluter.....
ADMISSIONS, ALUMNI, AND DEVELOPMENT WORKING TOGETHER.....
Willis J. Stetson.....
Joseph A. Chalmers.....
James P. Gallagher.....
G. Gary Ripple.....
James G. Lanahan.....
PROBLEMS AND PROCEDURES OF FOREIGN STUDENT FINANCIAL AID.....
Guillermina Hernandez.....
Virginia Fisher.....
Sanford C. Jameson.....
Charles Miller.....
Roy K. Ericson.....
A PANEL PRESENTATION ON FORM DESIGN.....
Douglas R. Dickson.....

Ralph H. Jordan.....
Florence Pyle.....
L. M. Webster.....
Sister Janet Cavanaugh.....
SHOULD WE BE CONCERNED ABOUT STANDARDS?.....
Lee W. Cooke.....
Mildred Covey.....
Donald F. Mohnhearn.....
W.A. Pemberton.....
James Muller.....
8 YEARS IN 6 EFFECTS ON SCHOOLS.....
Jack Brennan.....
Clifford Campbell.....
David G. Hartnett.....
Eleanor McKee.....
Dennis A. Seale.....
STOP-OUT OR COP-OUT?.....
The Rev. Dermot Collins, O.F.M.....
Natalie Aharanian.....
Joseph Page.....
Joseph Y. Ruth.....
James Murphy.....
ARE WE SERVING OUR CONSUMERS?.....
Glen A. Thomas.....
Rudolph Arndt.....
William Henry.....
Joseph Martinkovic.....
HIGH SCHOOL GUIDANCE DIRECTORS EXAMINE THE HIGH SCHOOL VISIT, THE ADMISSIONS INTERVIEW.....
Donald D. Potier.....
Paul Dentz, Jr.....
The Rev. Gerard Laird, O.S.B.....
Robert W. Mayer.....
BANQUET.....
Nancy H. Rutter.....
The Rev. James W. Moore, S.J.....
Henry F. Rossi.....
MANAGEMENT INFORMATION SYSTEMS ARE WE MISSING THE BOAT?.....
James C. Schwender.....
James Martin.....
Arthur R. Owens.....
Catherine M. Grady.....
ADMISSIONS AND FINANCIAL AID FOR VETERANS.....
William Vincenti.....
Jerrel Jackson.....
Barry Millet.....
Joseph Onessimo.....
ARE WE GETTING BOGGED DOWN?.....
Anthony A. D'Elia.....
Charles V. Rainey.....
Maripat Quinn.....
COLLEGE NIGHTS A WASTE: TOO MANY HIGH SCHOOL VISITS? HAVE YOU A BETTER IDEA?.....
Elizabeth F. Roseman.....
Howard H. Hamilton.....
Robert A. Young.....
The Rev. Robert T. Devine.....

HIGH SCHOOL GUIDANCE DIRECTORS EXAMINE THE HIGH SCHOOL VISIT, THE ADMISSIONS INTERVIEW.....
Ronald D. Potier.....
Paul Dentz, Jr.....
The Rev. Gerard Laird, O.S.B.....
Robert W. Mayer.....
STUDY ABROAD ADVANTAGES AND DISADVANTAGES.....
Pat Mecham.....
Neal T. Benson.....
Gene P. Dean.....
William D. Quesenbery, Jr.....
RECRUITING STUDENTS: EUROPE, FAREAST, CARIBBEAN, OTHER AMERICAS.....
Evelyn Solmo.....
Austin Cole.....
Frank Winch, II.....
John R. McCullough.....
COOPERATION IN ADMISSIONS THESE THINGS HAVE WORKED FOR US.....
Ralph D. Clarkson.....
Sister Jean Boggs.....
Robert P. Buinno.....
Joseph B. Carver.....
Frances R. Hall.....
GRADUATE SCHOOLS LOOK AT UNDERGRADUATE TRANSCRIPTS.....
John Hall.....
John E. Nichols.....
Sister Catherine Mary Salteri.O.S.F.....
TRANSCRIPTS: POLICIES, PRACTICES, AND SECURITY.....
Lynne D. Dalla.....
Robert S. Dunne.....
Elizabeth Landes.....
Meta D. Skow.....
STUDENT SEARCH AND MARKETING.....
Henry E. Schmidt.....
Thomas Heaton.....
T. Leslie MacMitchell.....
Glenn Stroud.....
CUTS IN GOVERNMENT PROGRAMS EFFECTS ON HIGHER EDUCATION.....
Earnest F. Braatz.....
Richard Cost.....
John E. Russel.....
Joseph P. Kane.....
PUTTING DATA PROCESSING TO WORK FOR US.....
Thomas Anthony.....
Ronald G. Windsor.....
John A. Winter.....
Nancy M. Flora.....
HAVE ADMISSIONS OFFICERS CHANGED WITH THE CHANGES?.....
Edwina L. Ward.....
Ralph Mickelson.....
Barney Jensen.....
Evelyn Schroedl.....
WORKSHIP REPORTS: CARIBBEAN, WEST AFRICAN, SCANDINAVIAN - SESSION II.....
Neal T. Benson.....
Cynthia J. Fish.....
Stephen H. Fisher.....
Alan Margolis.....

WHAT'S THAT? UNIVERSITY WITHOUT WALLS CREDIT BY EXAMINATION ALTEPNATE HIGH SCHOOLS!!!.....
Thomas McCarthy.....
Ronald H. Miller.....
E. Theodore Steir.....
John T. Moore.....
BUSINESS MEETING.....
Report of the Secretary.....
Report of the Treasurer.....
Report of Professional Activities.....
Report of the Auditing Committee.....
Report of the Committee on Nominations.....
Report of the Resolutions Committee.....
Report of the Publications.....
Report of the Committee on Public Relations.....
Report of the Committee on Honorary Membership.....
Other Reports: Members and Executive Committee.....
PRESIDENTS' LUNCHEON.....
BECOME INVOLVED LOCALLY, NATIONALLY, REGIONALLY.....
Sister Lucille Anne Egan.....
Rabbi Abner Groff.....
Nancy H. Rutter.....
Walter A. Snickenberger.....
DO IT YOURSELF KIT RAP-QUESTIONS AND ANSWERS OR WHATEVFR REGISTRATION - INSTITUTIONS OVER 5000.....
David M. Espey.....
H. Hugh Dawkins, Jr.....
Sister Catherine Marie Lee.....
Theodore G. Meyers.....
DO IT YOURSELF KIT RAP-QUESTIONS AND ANSWERS OR WHATEVER REGISTRATION - INSTITUTIONS OVER 5000.....
George Oettinger.....
Fred L. Nicolai.....
T. Sherman Stanford.....
Jacques Loeliger.....
DC IT YOURSELF ADMISSIONS - UNDER 5000.....
Bernard L. Greenberg.....
Neil D. Holtzman.....
Robert J. Nilan.....
Richard Stewart.....
Sister Eleanor O'Grady.....
ADMISSIONS-INSTITUTIONS OVER 5000 DO IT YOURSELF KIT RAP SESSION - QUESTIONS AND ANSWERS OR WHATEVER.....
George Dischinger.....
Alan Buechler.....
Richard H. Luce.....
Anne Bernstein.....
DO IT YOURSELF KIT RAP SESSION - QUESTIONS AND ANSWERS OR WHATEVER ADMISSIONS - 2 YEAR COLLEGES UNDER 5000.....
Ralph Michelson.....
Roy W. Christenson.....
Mary Johnson.....
Sister Mary O'Connor.....
DO IT YOURSELFKIT RAP SESSION - QUESTIONS AND ANSWERS OR WHATEVER ADMISSIONS - 2 YEAR COLLEGES OVER 5000.....
Douglas Patton.....

Frederick dePrisco.....
Morton Taunenbaum.....
John V. Battles.....
RAP SESSION DO IT YOURSELF KIT QUESTIONS AND ANSWERS OR WHATEVER
FINANCIAL AID OFFICERS - UNDER 5000.....
Don Phifer.....
Earl Davis.....
Don Phifer.....
Jesse Morton.....
RAP SESSION QUFSTIONS AND ANSWERS OR WHATEVER FINANCIAL AID
COLLEGES - OVER 5000.....
The Rev. Bernard McIhenny, S.J.....
Gary A. Lee.....
Okorie Obioma.....
Jerry Bergeron.....
DO IT YOURSELF KIT RAP SESSION - QUESTIONS AND ANSWERS OR WHATEVER
FOREIGN STUDENTS ADVISORS - UNDER 5000.....
Cynthia Fish.....
Brother F. Christopher, F.S.C.....
Gary Hopkins.....
Edward Boehm.....
DO IT YOURSELF KIT RAP SESSION - QUESTIONS AND ANSWERS OR WHATEVER
FOREIGN STUDENT ADVISORS - OVER 5000.....
Hugh M. Jenkins.....
Charles Deacon.....
Puth Jache.....
Thomas P. O'Connor.....
RAP SESSION REGISTRATION - 2 YEAR COLLEGES UNDER 5000.....
Ealeen Abelle.....
Eugene Goddard.....
Amanda Smith.....
DO IT YOURSELF KIT RAP SESSION-QUESTIONS AND ANSWERS OR WHATEVER REGISTRATION-2
YEAR COLLEGES OVER 5000.....
John T. Greb.....
William Richardson.....
Amanda Smith.....
DO IT YOURSELF KIT RAP SESSION-QUESTIONS AND ANSWERS OR WHATEVER GRADUATE AND
PROFESSIONAL SCHOOLS ADMISSIONS AND FINANCIAL AID.....
Gaye Sheffler.....
Carol A. Fox.....
Thomas B. Lavin.....
Carol A. Fox.....
DO IT YOURSELF KIT RAP SESSION-QUESTIONS AND ANSWERS OR WHATEVER GRADUATE AND
PROFESSIONAL SCHOOL REGISTRATION.....
John E. Nichols.....
John Bevan.....
Patricia Looser.....
GOLDEN AGE CLUB SEMINAR RESTRICTED TO THOSE IN ADMISSIONS
8-10 YEAR OR MORE.....
Robert P. Buinno.....
Robert J. Seaman.....

MIDDLE STATES ASSOCIATION OF COLLEGIATE REGISTRARS

AND OFFICERS OF ADMISSION

PROCEEDINGS OF THE ANNUAL MEETING

NOVEMBER, 1973

LANCASTER, PENNSYLVANIA

WORKSHOP FOR NEW ADMISSIONS PERSONNEL

Robert H. Seavy
Director of Admissions
Stevens Institute of Technology

Two sessions of this workshop were held with a total attendance of thirty. An informal survey of those attending indicated admissions experience from three days to fifteen years. The following were panel members:

Moderator: Sister Brian, Director of Admissions, Ladycliff College, Highland Falls, New York 10928

Panelists: David Flynn, Director of Admissions, Marist College, Poughkeepsie, New York 12601

Lawrence J. Riordan, Director of Admissions, Mount Saint Mary College, Emmitsburg, Maryland 21727

William A. Zulker, Director of Admissions, Eastern College, Saint Davids, Pennsylvania 19087

Recorder: Robert H. Seavy, Director of Admissions, Stevens Institute of Technology, Hoboken, New Jersey 07030

Sister Brian

Bill Zulker discussed the characteristics of a good counselor and pointed out that some people picture the admissions counselor as a salesman who has a product to sell and sell it he must. He emphasized the integrity with which a counselor must view his position and perform his job. He mentioned that one should always keep in mind the maxim "Always be honest and put the best foot forward". The following qualifications are necessary to be an admissions counselor: College graduate, well informed, pleasant, well groomed, considerate, understanding, flexible, extrovert, innovative, self motivated, understand people, have high principles, be honest about himself and be self-confident. He spoke of the importance of knowing well the college which one represents. He emphasized the importance of the admissions job (80% of the income of his college comes from tuition) and the need for the counselor to point out needed changes throughout the college.

Larry Riordan concentrated his remarks on people who can assist those in admissions and the need to take time to look at what we are doing. He discussed the use of students in recruiting in such ways as writing to prospective students, following up or accepted students, conducting group interviews and arranging for applicants to visit overnight. Meetings with students to ask for ideas for recruiting was discussed.

Larry pointed out that alumni can be helpful in working with accepted students but can cause problems if they are dealing with candidates who have not been offered admissions. Using faculty members in recruiting can help make them more understanding of admissions problems

David Flynn discussed the pros and cons of college nights, the importance of good organization of a College Night as well as the need of having a purpose other than to keep the Board of Education happy. He also described various types of college nights.

He also discussed high school visits and the importance of building up good relationships with counselors. He concluded by talking about the practical side of high school visits mentioned such things as: schedule ahead of time, be on time, call if late, be sure secretary gets your name, know about students from the high school visited who are now enrolled in your college, assume students have not heard of your college in making presentation, don't oversell.

In the discussion which followed the following points were discussed: Ways of using students, developing relationship with faculty members, admissions officers must be approachable - can a prospective student get through to an admission officer, high school visits are not effective - high schools don't need us, reduce visits if they are interfering with dealing with prospects, value of workshops and keeping up with field, what should we do with the limited time and staff we have, can we afford to give up College Nights and high school visits, can we get faculty to go out recruiting, importance of training faculty members well before they recruit, importance of keeping alumni up to date, programs to bring students to campus, breakfast meetings for counselors, how much influence does the counselor really have, importance of parents in college decisions, necessity of being trained in such things as marketing and statistics.

PUBLIC RELATIONS AND ADMISSIONS--PARTNERS IN COMMUNICATION

Moderator: James H. Baker, Vice President for Public Affairs, College Entrance Examination Board, New York, New York

Panelists: Robert A. Clinger, Vice President for University Relations, Alfred University Alfred, New York

William F. Elliott, Director of Admissions Carnegie-Mellon University, Pittsburgh, Pennsylvania

Recorder: Catherine E. Savage, Admissions Counselor Keuka College, Keuka Park, New York

Robert A. Clinger

First of all, we have the planning process--planning for academic programs--the quality of programs that will be challenging to our students. Many colleges and universities are addressing this very critical area which will be increasingly important in the future. Do any of you have students serving on your curriculum committees? Are students chairing any of these committees. We, as admissions people and public relations officers also have a significant role to play in this planning process. We should be able to offer intelligent stimulation and value insight to this process, but we also have a specific responsibility to our institutions, and to the public we serve, to make the institution aware of those programs that might be marketable among those constituencies in which we are interested, whether they are high school students senior citizens, mature women, etc. We think it is the responbility of public relations people as well as admissions officers to make sure the institution, in its planning process, takes into account those marketable factor which will be meaningful as they plan academic programs.

My second point attacking our enrollment dilemma in the next ten years is dealing with the attrition rates that we have on our campuses. The national figures now show that over 50% of our students are dropping out in a four-year period of time. We think there is a great deal we can do on campus (picking up on the theme of this conference--humanizing the educative process)that can improve and lessen that attrition rate. Some of the factors are not irretrieveable. Some of the reasons that people leave school are certainly the fault of the institution and can be resolved by the institution.

The third point in attacking our enrollment dilemma in the next ten years is the one to which I will address most of my comments today, and that is marketing the program. We must be candid as we market the programs, and we must be more aggressive than we have been in the past. We should be personal if possible and above all, of course, we need the proper administrative organization to put it all together.

This past summer at Alfred University, we combined admissions, development, alumni-parents and public relations into one umbrella organization called University Relations. Before we came to this particular organizational structure, we asked ourselves what assumptions were we dealing with and are they valid? Let us review some of the assumptions that we talked about and eventually validated, which to us confirmed our decision to organize the way we have.

1. Admissions is basically a marketing program and not an academic program. The academic level of that entering class were the credentials presented to us by the students who entered our institution and not by any pre-set qualifications such as class rank, College Board score, etc. Therefore, this was an assumption that we felt was valid for our institution.

2. We felt that the alumni-parent, development and public relations staff were professionals and were knowledgeable enough about the institution to help admissions staff, and vice versa. We felt that this was an opportunity for the expansion of the professional admissions staff. These people are well-trained, obviously just as enthusiastic and involved, and we realized they could help.

3. Another assumption was that the broader professional experience offered to the admissions staff and the alumni-parent, development, and public relations staffs is meaningful and beneficial to the people involved.

4. Another assumption is that volunteers--alumni, parents, friends and even corporations--can help in the admissions process. Parents are very knowledgeable about us because their son or daughter is at the institution now and they hear exactly what is going on, both good and bad. Ivy League admissions operations have been doing this kind of thing with alumni and parents for years. Why can't the rest of us? I mentioned corporations as another group of volunteers. If you have a particularly unique program at your institution that has direct relationship to some kind of industry, they might be very interested in helping you with a particular operation.

5. Another assumption we made was that both development and admissions are income producing in terms of the operating budget. At most institutions, student tuition provides 50-75% of the operating budget; gifts and grants, another 10-15%. We are, therefore, talking about 60-90% of any given operating budget in any given year coming from students in terms of enrollment or from gifts and gramts. Therefore, putting these two administrative functions together was a logical direction to take.

6. The next to last assumption is that public relations and admissions are dependents upon each other. Admissions depends to a large extent on the public image that an institution has, and that is affected by the public relations program, hopefully in a positive way. On the other hand, public relations needs the volunteer help that is provided through the admissions operation in the form of students on campus, their parents, alumni and friends. There is a lot of interdependence on each other.

7. Finally, admissions and public relations are both dealing with outside publics or constituencies of the institution. We are dealing with prospective students who are interested in the institution. The goal is to keep alumni and parents interested in the institution. These are the external groups that are most closely associated and yet they are external and do have a very significant affect on any given institution.

In essence, we have three basic functions within the University Relations Division. 1) Admissions and Financial Aid, 2) Development and 3) Alumni-Parents Programs. These three basic functions are served by two service areas which are an integral part of the Division--records (exclusive of the registrar but including biographical data collection of entering students and alumni as they leave, and gift records, etc.) and public relations. Public Relations is a key service area to the total University Relations Division. One of the things we did to get started, because it was a new organizational structure and included many new team members, was to go away for three days of planning together. Although it was expensive, I think it was worth the investment of the money since we spent time learning about each other while planning. Each individual had done an individual "Plan for Action" of his goals and objectives for the year. We then put them all together, trying to intermesh the programs. The most tangible and significant thing that came out of this was a master calendar for the University Relations Division, including all admissions, alumni-parent, development, and the president's travel plans. We rearranged travel plan so that the staff could best take advantage of each other's talents. The master calendar is a definite step forward. In addition, we developed a strong team attitude and approach to the job we have to do and the way it is to be done. These are a collection of ideas that have come to me over the years from a number of different sources.

1. The alumni newspaper is a standard publication in every institution. It communicates the news of the institution to alumni. Some institutions also send them to prospective students because it is quite inexpensive. Two private colleges in upstate New York have turned their news staff around and devote more than 50% of their staff time with internal communication of the institution--here I include alumni, parents and friends of the institution. This approach is used as opposed to the news releases that would go all over the country. They are gearing in and focusing on a particular group.

2. News releases themselves are inexpensive to do, but they also take time to produce. We have had good luck with hometown releases in weekly newspapers versus metropolitan dailies. Weekly newspapers are more interested in the social news than are the daily papers.

3. The whole question of catalogs needs to be defined--is it a recruitment tool? Is it really for the Registrar? Is it something that every guidance office should have on its shelf? What are you trying to do with your catalog?

4. Viewbooks are used by most institutions. Some can afford and prefer the four-color, glossy cover; other use the simple fact sheet. Your publication should be based on your analysis of your market.

5. Brochures. Why would not a cultural calendar with some significant events on it or a sports brochure have interest to a prospective student? Vice versa, admissions brochures have great meaning to the development operation when they are getting together a proposal for funds from a particular source. The gift prospect wants to know what is going on on the campus academically.

6. Reprints from newspaper articles about your institution are relatively inexpensive, but yet effective.

7. The key to publications is candidness and honesty.

The second area of public relations that I think is probably pretty much untapped in terms of its potential is radio and television media. How many of you have a college film now? Are any of you others thinking about it? This type of thing is expensive. A 15-20 minute film costs $15,000-$20,000. Is it worth it? Will it pay for itself? We were told to make a film of 13-14 minutes because of the experience of another school that had a 16-minute film and had difficulty having it placed on television. Thirteen to fourteen minute films can be used to fill in a 15-minute time slot. We have had great luck placing our 13-minute film on television, costing us only $10 every time it is shown. The film is also used by the admissions office during their travel and with alumni and other groups.

As the result of a recent federal regulation, cable television stations with over 1,000 subscribers must do a certain amount of original programming each week. Most of these organizations are not geared up for it, as they do not have enough staff or equipment, and they are in need of programs. Every college campus has all kinds of interesting things going on. We can get together with these cable television people locally and offer numerous programs such as cultural events, sporting events, lectures, symposia, intervies with visiting dignitaries, etc. This is a really inexpensive public relations opportunity for colleges.

One other area of television that I think has potential is the talk shows. Most college public relations people have developed personal relationships with media people in their surrounding area, including local television personalities. Most often these local talk shows are primarily pointed at women--mothers of students who will be going to college someday. They also are looking for program material. Here is a real market for your institution whether it is your president, dean, outstanding faculty member or a group of students.

There are many other special activities which the public relations office can help

you with in terms of your program in admissions. Alumni-parent regional meetings are a great place to invite prospective students if you have the right kind of program material for them.

Co-sponsoring an industry visitation day on the part of students interested in ceramic engineering was a big success for us at the Carborundum Corporation this fall. We had 150 students brought in by 80 members of the Western New York Section of the American Ceramic Society.

Using county or state fairs also has fine potential. If you have some sort of a mobile unit that you can staff at a fair, it would be helpful. Our admissions people attend the New York State Fair with our Mobile Health Unit where they talk with interested students and families. Literally hundreds of thousands of vistors attend state fairs each year.

It is obvious that there are many ways that the public relations staff can help with the admissions function. I have talked about how we have done it at Alfred and how we put it together. It takes a great deal of hard work and constant communication, but if we are aware of each others needs, I think we can help each other and it will be mutually beneficial to everybody. This does get us back to the theme of the conference--Partners in Communication.

William F. Elliot

Carnegie-Mellon's admissions approach is patterned as if it were a funnel. It is the opinion of those at Carnegie that the Admissions Office handles academic decisions which is in direct contrast to Alfred's admissions approach--marketing. An institution is created to meet the demands of students and in order to continually update the program. The admissions office must look into the institution and discover what the students are doing and if their needs are being met. With respect to this one area, publications cannot attempt to meet all students' needs; this can come only from the admissions office.

The funnel through which Carnegie-Mellon's prospective students are lead is as follows:

Inquiry

Applicant

Enrolled

Each group in the funnel may need a separate publication in order to meet the students' needs.

It is also the responsibility of the admissions office to involve the total institution of the admissions process through their research, publications and communication.

INNOVATIVE IDEAS AND TECHNIQUES FOR REGISTRARS

Moderator: Robert E. Cyphers, Registrar John Hopkins University, Baltimore, Maryland

Panelists: Judith L. Hirsch, Director of Admissions & Registration, University of Maryland Baltimore, Maryland

Harold M. Hirshman, University Registrar Rutgers University, New Brunswick, New Jersey

Panelist & Recorder: J. Manfred Ennis, Records System Officer University of Delaware, Newark, Delaware

William A. Kessler, Registrar Colgate University, Hamilton, New York

Robert E. Cyphers

Ideas and techniques were presented in the areas: Distribution of Registration Instructions, List of Courses by Time Period, Valid Preregistration Several Terms in Advance, Grade Reports, Magnetic Tape File Printouts, Computer Generated Transcripts, and Computer Assisted Degree Checkout.

Judith L. Hirsch

DISTRIBUTION OF REGISTRATION INSTRUCTIONS

Some years ago the Schedule of Classes booklet was distributed by attaching a label to the back cover and sending to all students who were eligible to register. About three years ago, this practice was modified by including in the center fold, the course request form used by the student to request his courses. In addition, the label was changed to an IRS repealable and restickable label. After the student completed the course request form, he removed the label from the schedule booklet and attached it to the front of his course request form. Upon presentation of the course request form, the registration personnel quickly reviewed the form, a check of eligibility to enroll had been predetermined through use of the label. One those forms lacking labels needed to be checked thoroughly. Greater accuracy in the key punch operation was acquired by obtaining the name and social security number from the label. A year ago, the system was modified due to increased postal rates. Instead of mailing booklets to all concerned, a post card was printed on the computer giving the locations where schedule booklets were available. The same post card contained any additional information for which general dissemination was desired, i.e., location of examination schedule booklets. Still, the labels continued to be printed. As request forms were received, a clerk attached the student's label to his form. The labels remaining represented those students eligible for enrollment who failed to do so. Follow-up action was taken to contact such students. Through the proceedure preregistration was completed by 92% to 96% of the student body. List of courses by Time Period. Some students are unable to easily prepare a full schedule. This may be due to (a) receiving only a partial schedule, (b) failing to advance register and at the end find nothing left in the desireable courses/sections, (c) necessity to change schedule due to a fail ing grade, change of program, or needs one or two courses to fit in with his requirements. At this point the student is more interested in when a course is offered as opposed to what course is open. At the end of the schedule booklet, all courses and sections are listed by meeting time and day. This follows through in the registration hall where blackboards show the courses/sections closed or opened which are continually being updated. At this time, a student may add only a course which is still open. Thus, the student who contacted his advisor in the morning, worked out a schedule, and upon arriving at the registration area discovers the course closed has wasted the time of both the student and the advisor. Through use of para-professionals in the regist-

ration area, schedules are resolved with a minimum of loss time and effort. Another benefit occurs when a student is unable to obtain the course he wants, but is more concerned with the when a course is given. By looking at the time pattern course sequence list, a course in another department may be open which is just as desirable as the one in which the student originally planned to enroll.

William A. Kessler

VALID PREREGISTRATION SEVERAL TERMS IN ADVANCE

Colgate has found that it must have a long range plan to know what students are going to be doing over a long period of time. This is a liberal arts school with a residential population. In order to fulfill its objectives, the University must have efficient use of its facilities and faculties. Last summer for the first time in its history a summer session was held. During the fall and spring terms, students are spread throughout the world in various study groups. Colgate is embarking on a requirement of a one year (twelve month) commitment beginning with the 1974 summer session. This is similar to the two year commitment plan at Dartmouth for Juniors and Seniors. A commitment is not only required of students, but also by the faculty and the University. The program will begin with students receiving a comprehensiver list of the program of study to be offered during the year beginning June 1st and offered over the five sessions to be held suring the year. This program will accompany this grade report for the fall term being mailed in early January. In the past, students have prepared a program of study covering their complete academic program at Colgate, but this was not a firm commitment. Now they will, during a period of four weeks, prepare in consultation with their advisor and parents a program for a one year commitment. In early February their program for the summer, September, fall 74, January and Spring 1975 term is submitted to the Registrar along with the spring term registration. Their spring schedule is not being issued until the new year's commitment has beem filed. The students has until May 1st to amend this program. After that date when a $250 advance non-refundable deposit is due, he will be unable to change the terms of attendance which he has designated. Students are required to attend at least two of the three major terms. The non-attendance periods may be devoted to work, vacation, travel, etc. Through this plan Colgate expects to learn what their students plan to do for a year. With the information the University will be able to plan its programs better, more efficient faculty assignments,where student course loads are coming, where the emphasis in majors is coming, which result in changes in student academic patterns. Comprehensive Grade Report. Over the years we find that students do not read or understand the catalog, specifically the academic requirements. It is an advantage to the Registrar's Office if the grade report concisely portrays the student's cumulative academic record and also incorporates the essential academic regulations and degree requirements. This Colgate does by not only listing the work completed during the preceeding term, but also the cumulative data of courses attempted, courses completed, quality points, average, January terms completed, physical education requirements completed and prior cumulative average. The number of courses accepted for transfer or exempted status are also shown. The reversed side of the report shows the grading structure and the corresponding point value. In addition, the policy on Incompletes and Repeated courses is stated. Through the use of this form, Colgate has found there has been a reduction inthe number of inquiries regarding the basic academic status of students.

Harold M. Hirshman

MAGNETIC TAPE FILE PRINTOUTS

All of us are involved in getting to our constituents various items of information

pertaining to our customers. Production and distribution of information is a timely, economically and easily accesible form, in the absence of being on line to a computer, can be handled by computer generated microfilm. Over the years, numerous reports have been developed primarily to serve the needs of the academic community, while the requirements for our service agencies have been practically neglected. Rutgers has begun the design and development of a student information system, but several years will lapse before becoming operational. In this interim, we have come up with a device to help us meet our objectives and responsiblity of getting mass information to users quickly and economically by letting them select that which is meaningful to them. We have combined two computer files. The active student file contains personal biographical information such as name, address, on and off campus phone numbers board scores, cumulative averages, credits toward degree, term averages birthdate, etc. The second file contains the course sections that students are enrolled. These two files have been merged and reformated to produce a single magnetic tape. Incidentally, the magnetic tape can be printed at our installation, if we wish to go directly to hard copy. This project was developed jointly with Educational Testing Service which served as a COMM service bureau. Although we preferred microfische, they are cartridge oriented. Upon making the decision to get into the computer generated microfilm project, we purchased three microfilm reader-printers for approximately $8,000. Less money could have been spent by purchasing cheaper products, but based on the experience of predecessor in this area, our viewer-printers give a better picture. Technically, the project is not complicated. The magnetic tape delivered to ETS is available to us within 36 hours in microfilm cassettes. (Five hours if we do not conflict with their heavy processing.) The capacity of one cassette is 3,750 frames. Each frame is approximately the size of one page of computer printout measuring 11x13. If you format this properly, it is possible to get 64 lines of information per frame or 240,000 lines of print on one cassette. Through further economies, it is now possible to place three students on one frame.ETS's basic setup charge is $50.00. Up to 20,000 frames cost 1½ cents per frame, 20,000 to 100,000 the charge is 1¼ cents per frame; now if you are doing anything over 200,000 frames, you are in the market for a COMM unit yourself. Duplicate cassettes cost ¼ cent a frame, and a charge of $2.00 is made for putting it in a cassette. We are now producing microfilm for several of the colleges in the University containing the combined biographical and course enrollment data. Periodically, a new microfilm will be produced, i.e., first week of the term, final registration, conclusion of the term to include grades, updated credit grade points, and cumulative averages. Those offices desiring to take advantage of this project are obligated to purchase their own viewer-printer. Experience has shown that these offices are not satisfied with a viewer alone, but want the ability to obtain hard copy which cost about 4½ cents per sheet. Subsequently, we plan to furnish in cassettes some of our routine reports for individual schools.

J. Manfred Ennis

COMPUTER GENERATED TRANSCRIPTS

The Student information System at the University of Delaware contains all the academic data maintained by the Records Office as well as biographical data. By having this information stored in the computer, the production of official and unofficial transcripts is a logical sequence. Transcripts can be prepared in several formats depending upon the specific need for which it is being used. Official transcripts are printed which meet the specifications stated in AACROA's "A Guide To An Adequate Permanent Record and Transcript." Transcripts can accurately portray: degrees granted, honors, work accepted through transfer, advanced placement, equivilency, waived, exemption and proficiency as well as the regular course enrollment data. Class ranking and cumulative summaries are furnished. Computer Assisted Degree Checkout. Traditionally degree credit has been the responsibility of the University Recorder, and recently the academic Deans. A rapidly growing student body, increasing numbers of new degrees and majors, and a general liberalization of degree requirements have reduced

the effectiveness of degree audit. An extension of the Student Information System to include degree audit has the purposes of: (1) Providing programmatic comparison of academic activities in a student's record against a file of degree requirements. This information, communicable to both student and advisor, would relieve them from a tedious task and permit concentration on developing a semester-by-semester academic plan for the student. Thus, the advisor's efforts are devoted to "career" type advisement in which he is best qualified and motivated. (2) Eliminate routine degree checkout proceedure by the Dean. By having at their fingertips the student's total record in degree requirement format, a majority of the students who have successfully completed the course and index requirements can be reviewed very efficiently. Attention can be devoted to the minority who did not successfully complete their requirements and exceptions or corrective action taken. This system does not grant degrees, but is a tool to relieve Deans of routine. (3) The system utilizes a degree requirements file which provides systematic documentation for advisor and student, and allows uniform application of requirements. (4) The Changes of College, major and degree can be a very costly experience for a student in terms of lost credit. The system provides the ability to allow a student to analyze his record against any degree/major combination prior to commitment. The analysis of degree progress is feasible due to the completeness of the student data base which encompasses all course work done by students. This data is recorded, term by term as it occurs, along with the student's academic program of study and performance indices. Provision is made for other forms of work such as transfer credit, advance placement credit, equivalency exemptions and waivers. This data is expressed in terms identical with regular University of Delaware courses, which enable us to establish the relationship with the institution's degree requirements. The Degree Requirements file is an idefinitely long list of courses which might be used to acquire credit toward a given degree. Each University of Delaware degree has its own set of parameters. These include credit required, lowest acceptable grade, minimum overall index and minimum index in major in addition to course work requirements. For some complex degrees, the set of courses from which the student might choose can be almost indefinite. In operation, course requirements may be expressed in a variety of ways, i.e., specific courses, certain number of courses or credits (a) from a set of specific courses, (b) from courses in a specific field at a specific level, (c) from courses in several fields at any level. Distributional requirements may be expressed as selective credit from several selected departments. Limitations may be imposed on the amount of credit which may be earned in certain fields. Requirements may be identified to specific classifications such as electives, major area, survey groups. Degree Requirement File permits modification through time so that students matriculating under one set of requirements may continue to be compared against them, while more recent enrollees may be tested against a newer set. Provision has been made to accommodate the most liberal degree programs as long as it is possible to define them. The result of the project is the Analysis of Degree Process Report (see exhibit) which is available via terminal inquiry as well as through batch printing. In batch mode, it may be produced by requesting specific students or by a parameter selection process, i.e., prepare a report for all junior math majors in the College of Arts and Science. The column of the report enumerates the course work which has met the requirements including work in which currently enrolled. The center column indicates requirements which remain unmet and from which the student must choose for degree completion. Under the heading "MAJOR AREA" a complex requirement is illustrated. Where distributional options are open and the requirement has not been completed, it is impossible to know with certainty how the student will elect to continue. In such instances, the student is simply told how many courses (or credits) are still required and the total requirement is restated. Elective credit also presents complications. Options in the required area may result in the accumulation of a variable number of credits. An elective credit requirement is defined as the difference between credit in required dields and total credit required. Therefore, remaining electives are expressed as a range. The right column contains work that has been determined as inapplicable. This system is still in the developmental stage. The analysis logic has been developed and it does work. It covers a wide range of graduate and undergraduate degrees and yields accurate results. It is our expectation that advisement and commencement processes will be substantially simplified to the advantage of students and

faculty.

Following each presentation, the session was open for general questions and remarks dealing with similar areas of information. Those interested in greater detail of the topics presented are encouraged to contact the appropriate panelist.

NORTHEAST EVALUATION PROJECT

Moderator: Sister Mary George, Registrar, College of Saint Elizabeth Convent Station, New Jersey

Presentator: Rodney A. Hart, Project Coordinator, State University at Albany, Albany, New York

Recorder: Majorie P. Keesey, Admissions Officer American University, Washington, D. C.

Rodney A. Hart

Northeast Evaluation Project for Credentials for Foreign Students: How It Works

I don't really think that a lengthy statement from me on this very first session of our 43rd annual meeting would serve as a satisfactory explanation of how the Northeast Evaluation Project - NEP - works. For this reason, I have chosen instead to end most of our time by introducing you to those NEP materials which make the project work, and by attempting to answer those general questions which you might have about foreign student admissions and credentials evaluation. What I hope to show is that the admission of international students is really not much different from that process by which we select other students, and that with a little common sense; a small and inexpensive library; a good record-keeping system; and a working knowledge of NEP and its services, we can all feel much more confident with the foreign student applicant.

Eligibility is the first question which most likely comes to mind when one mentions a free service. Simply stated, any institution which enrolls 100 or fewer students is invited to participate. Mailings are automatically sent to each of the eligible colleges in the 13 states and the District of Columbia, and up-dated or revised mailings are sent as the need arised. The administrative and distribution center is NAFSA's Central Office in Washington, D. C., although one is expected to contact the project coordinator for assistance. The National Liaison Committee on Foreign Student Admissions - comprised of AACRAO, CEEB, GGS, IIE, and NAFSA - sponsors NEP, and funding is made available through the Department of State grant alluded to beforehand. Currently, NEP offers assistance with the evaluation of credentials from 77 different countries, and some 36 volunteers await requests from colleagues at more than 800 northeastern colleges and universities. Since the projects are now available nationally, we have been able to borrow and overlap evaluators from other projects, thereby making it possible for us to provide greater coverage. Another new feature is the availability of evaluations for any country not listed on the NEP country list. Requests for these evaluators are made through NAFSA.

We can safely state that the project is ready for the user. Our only remaining job is, therefore, getting the user ready for the project, and that is the purpose of our workshop today.

There are several guidelines which we ask that you follow faithfully, and perhaps I should list these for you now before we begin with the forms. These are as follows:

1. Always provide the evaluator with a copy of the original, official educational credentials.

2. Always provide certified English translations of these same credentials. This is a requirement which you should place on the applicant in every case.

3. Be sure to pose the specific questions you wish the evaluator to answer - i.e.

does the student have the equivalent of U.S. high school graduation?; is he/she eligible for advanced standing?; can this student be considered qualified for admission to a competitive institution? open door college?, etc.

4. Always require the applicant to list his/her educational background in chronological order, indicating all degrees earned, and required credentials for all such experiences.

5. Try to give the evaluator some information about your institution - its admissions requirements, program requirements, and the like.

6. Always be sure you are dealing with a foreign student and really need to call on NEP for assistance.

7. Give the evaluator plenty of lead time for doing the evaluation.

8. Establish and maintain a "country file" of completed evaluations so that you don't find it necessary to keep requesting evaluations for different students with equivalent backgrounds.

9. Try to establish a small library of evaluation and comparative education booklets so that you can eventually attempt your own evaluations.

10. Always request assistance in writing, on the forms provided, and try to refrain from last minute telephone requests.

With these guidelines in mind, we shall proceed to the instruction sheet, evaluation request form, and your questions. Please keep in mind that NEP stands ready to assist you in every possible way, and we await your active participation.

Summary:

Q. What guidelines are needed to determine advanced standing?

A. A catalog and a translation.

Q. How can the amount of advanced standing be determined?

A. Country Index by Theodore Sharp, Inez Sepmeyer and Martena Sasnett is a good, quick guide although it should be used with caution. The country booklets put out by AACROA and NAFSA are more thorough. The standards of the home institution should always be kept in mind.

Q. Can you provide evaluative services for graduate students?

A. Yes, although most requests are for undergraduates.

Q. Do you evaluate technical education?

A. Yes, but you should first look up the country and find out which evaluator concentrates in that area. Be sure and give the total picture and up-to-date information, including whiat they have been doing in this country to make sure there are nor repeats.

Q. What do you do for students who can't get records?

A. If the student is older you can use life and work experience on an individual basis. Sometimes CLEP or proficiency exams can be used.

Q. Where can I get a bibliography?

A. I.I.E. (Institute of International Education) has a new publication. N.A.F.S.A. (National Association of Foreign Student Advisers) has a list also

Q. How can you determine from the application (either the school's or the I.I.E. form) whether or not the applicant is entitled to advanced standing?

A. The speaker does not award advanced standing until the student arrives. It is possible to get a syllabus for 'A' level examinations, etc. He suggests that each school should keep a country file so that they need not ask for the same type of evaluation twice. The evaluators would also appreciate comments as to whether or not their evaluations are filling the needs of the requesting institutions.

Q. On what basis are evaluators chosen?

A. They are picked from people who have participated in NAFSA Workshops and who are known to be knowledgeable. The evaluators must have a complete picture of the admissions policies of the requesting institution. They also need to know whether they are on a semester or quarter system and the value of the credit unit used.

INSTITUTIONAL RESEARCH

Moderator: Robert A. Howard, Director of Admissions, Dickinson College, Carlisle, Pennsylvania

Panelists: Geoffrey Dolman, Dean of Admissions, Ursinus College, Collegeville, Pennsylvania

Richard A. Edwards, Ass't. Director of Admissions, University of Delaware, Newark, Delaware

Richard A. Kratz, Director of Admissions, Bucks County Community College, Newton, Pennsylvania

Recorder: Barbara J. Christie, Assoc. Director of Admissions Seton College, Yonkers, New York

Richard A. Kratz

The Office of Admissions and Records at Bucks County Community College conducts very little institutional research. This is not to suggest that we are attempting to downgrade institutional research or that we do not believe research plays a vital role in the improvement of our services, but rather, that our schedule permits very little time for this function. Needless to say, institutional research at Bucks County Community College, as with most community colleges, is in its infancy. However, we do conduct some research which I believe will prove interesting to you who are gathered here today.

High School Enrichment Program. The High School Enrichment Program is designed to afford outstanding high school seniors the opportunity to expand their educational opportunities and accelerate their college credits by enrolling for one of two courses during the fall and spring semesters.

We have found that the Enrichment Students, as a group, perform at a level above their year older classmates. However, it should be remembered that the High School Enrichment Students are enrolled only as part-time students and that they are being compared with a very heterogenous group.

During the past spring semester, 43 students participated in the Program and completed a total of 175 credits with a 3.1 grade point average.

Approximately 60 percent of the students enrolled in the Enrichment Program go on to other colleges or universities. The remaining 40 percent will enroll at Bucks County Community College. We conduct a follow-up study of all students who participate in

the program.

Overall, our follow-up studies indicate that not only are these students accelerating their college credits, but possibly more important, they are learning to adjust, socially and academically, to the "college climate."

Comparative Guidance and Placement Program. The second area of research that is conducted at the Community College concerns the Comparative Guidance and Placement Program. The Program, which is designed primarily for two-year colleges and vocational technical institutes, consists of:

1. A biographical inventory.
2. An interest index.
3. Achievement tests in reading, English usage, and mathematics.
4. Tests of special reasoning and perceptual abilities.

The Comparative Guidance and Placement Program is administered to all first-time freshmen after they have been accepted. The CGPP is not used as a "screening" device, but rather, to provide information for realistic decision making by the student and the college. We also utilize the CGPP to determine trends, if any, that may differentiate this student population from trends indicated by students entering the college one year ago.

The biographical inventory provides us with valuable information concerning the student's background, his plans for employment and his desire to participate in extracurricular activities. The questionnaire also allows us to ask up to ten locally developed questions. The biographical inventory provides the Community College with a fairly accurate picture of our freshmen class. For example, responses to the inventory reveal that 50 percent of our students attend the Community College because it is inexpensive and close to home. Seventeen percent attend because of the college's strength in the student's major and 13 percent attend because of certainty of admission.

Responses further indicate, as do our admission statistics, that there is a downward trend in the selection of transfer programs. This is validated by a decrease in the number of students who indicated they wish to transfer to a four-year college or university. For example, in 1970, 63 percent of the entering freshmen indicated that they wished to transfer upon graduation. Last year, this figure dropped to 55 percent.

Non-Academic Attrition. The last area of research that I would like to discuss with you concerns non-academic attrition.

Since its initial enrollment of students in September, 1965, over 3,000 students have earned an associate degree from Bucks County Community College. During that same period, an additional 2,664 have completed at least 12 credits of academic work with a grade point average of 2.00 or better but withdrew from the college prior to graduation. A follow-up study of these students was conducted to determine what happened to these former students who, although not graduating from the college, have indicated some success with its academic program. The follow-up also provided former students an opportunity evaluate the college's programs and services. Too often, this type of follow-up is confined to graduates. The purpose of this follow-up was to provide descriptive information concerning the educational and employment patterns of these former students. In addition, this study elicited evaluative reactions from these students in order to improve the academic, administrative, and student personnel services.

Educational Endeavors of Respondents. The vast majority of those students who transferred to another educational institution upon withdrawing from B.C.C.C. did enroll at a four-year college or university. Of those transferred to a four-year institution, 30 percent have received their Bachelor's degree while 58 percent are currently enrolled in a baccularеate degree program. The remaining 12 percent neither received a Bachelor's degree nor are currently enrolled in a college or university.

Another interesting item is the fact that 12 percent of those who continue their formal education since withdrawing from B.C.C.C. have enrolled in a graduate study program. Initial enrollment at a community college obviously does not preclude an individual from pursuing graduate work.

More than 85 percent of the respondents plan to continue their formal education. And, one-fourth of these students plan to return to B.C.C.C. This "stop-in" and "stop-out" syndrome is quite apparent. And, I believe this trend will increase in the coming years.

Employment Endeavors of Respondents. Approximately one-half of those who withdrew went immediately into either full-time or part-time employment. Although many consider the job market to be very tight today, 97 percent of those seeking employment indicated that they did not encounter any problems in securing a position. However, much of their employability can be attributed to the high percentage holding either full-time or part-time positions while attending the College.

Conclusions. I have just mentioned a few of the areas in which we are presently conducting research. I think there are many other areas that we should be exploring. For example, we are enrolling an increasing number of veterans and women over 25 years of age. I believe that these two groups are performing quite well academically. However, I have no documentation to validate my beliefs. Hopefully, I will find time to complete research in these areas.

Finally, I would like to appeal to the four-year institutions here today for aid in the evaluation of our students who transfer to your schools. How do our students perform at your institutions? Possibly you could send us information regarding the progress of our former students as a group. Possibly you have conducted research on our students. The transfer student and how he performs at your institution is naturally an area of great concern to all of us at the community college level.

And by the same token, we at the community college level should be sending information to the local high schools regarding the progress of their former students who are currently enrolled at the community college.

As mentioned earlier, institutional research is in its infancy at the two-year college. However, we believe that it is vital to the overall improvement of the community college and we believe that it should be used as an agent of evaluation and change.

Summary:

Mr. Kratz discussed institutional research at Bucks County Community College, and described the High School Enrichment Program, the Comparative Guidance and Placement Program, studies on nonacademic attrition, and analysis of follow-on endeavors of respondents.

Mr. Dolman discussed the two basic kinds of research carried on at Ursinus College, a small private liberal arts institution of 1130 students. Statistics are used purely for evaluating and improving academic standards, and for purposes of recruiting and public relations. Analyses are made of students who were accepted and chose to go elsewhere. Statistics are gathered on students who matriculate. All research is done by hand without benefit of machines, computers or a data processing service. Grades are serviced and reported, however, by an off campus data processing service.

Mr. Howard pointed out that in today's market it is important for any admissions office to have a real understanding of the accepted and entering freshman and the accepted/withdrawal student. When enrollment problems occur, the vulnerable admissions director can present a convincing response to critics if he has done this research. It is useful in helping estimate costs, and plan changes to programs and calendar.

Questionnaries for entering freshman are likely to be answered more accurately if sent to the students' homes. A computer is needed for speed and accuracy. Good research can maintain a quality student body, and could even preserve the institution.

The questions and discussion covered four topics. The merits of computer systems versus manual data processing were discussed with agreement that most schools can benefit by machine assistance. Mrs. Dolman was not persuaded. Several participants recited bad experiences with optical scanning equipment, but an encouraging report was given on the recent results at Rutgers. Lafayette was mentioned as having successful withdrawal studies. There was agreement that students visiting colleges wish to have group tours conducted by students, and see enrolled students alone.

PROFESSIONAL SCHOOL ADMISSION

Moderator: Ronald M. Wolk, Director of Admissions and
Student Affairs SUNY: Upstate Medical Center
155 Elizabeth Blackwell St., Syracuse, New York

Panelists: Gertrude W. Barris, Ass't to Associate Dean for Student Affairs, University of Pittsburgh School of Medicine, Pittsburgh, Pennsylvania

Donald J. Taylor, Director of Graduate and Professional Admissions Rutgers-The State University New Brunswick, New Jersey

Recorder: Kenneth J. Dwyer, Registrar, New Jersey College of Medicine, Newark, New Jersey

Gertrude W. Barris

The admission problems facing Medical Schools today are underscored by the fact that between 1960-70 the percentage of Medical School applications accelerated at a much faster rate (153%) than the (57%) rate of increase in the number of places available in Medical Schools during the same period.

In 1960, the School of Medicine, University of Pittsburgh had 690 applicants competing for 101 places, while 3,381 applicants sought the 135 seats in the entering class of 1973. The Admissions Committee accepts an average of two applications for each place available. Initially, the Committee usually takes two to three minutes to decide if an application should be classified: a) screened, b) interview, c) deferred.

The preliminary screening procedure has been very helpful in reducing the total number of applications processed. Actually 1,298 applicants, who in the opinion of the Committee did not meet minimum qualifications, were sent a letter of discouragement Of this number, 1,048 decided to heed the advice of the Committee and did not file a formal application of admission. As a result of this preliminary screening procedure, the total number of applicants on which the Committee finally had to collect complete data was substantially reduced.

Because of the recent rapid increase in the total number of applications, the School may ultimately have to turn to the computer for assistance. Up to this point, our institution has attempted to follow a policy of "humanizing" the elimination process by considering such factors as: Quality Point Average, Medical College Admission Test scores, College attended, Extra-Curricular Activities, Siblings attending the University, Children of Alumni, or if the applicant is one who otherwise would not have been interviewed except for outside pressure.

Although the School is state related, the Admissions Committee has never actually been pressurized into accepting an applicant. The Admissions Committee does, however, often interview an applicant for the sole purpose of accomodating an interested outside party.

Under the existing system, all formal applications fall into one of three categories: a) screened, b) interview before going to Committee and c) the discouraged. Applicants in the interview before committee category are checked for payment of application fee and then asked if they would like to come in for an interview.

If at all possible, every candidate under serious consideration is granted an interview because in the opinion of the Committee this personal contact works in the best interest of both the applicant and the school.

Before going to the Committee, the completed folder of an applicant is reviewed by two members of the Admissions Committee and graded on an A to F Scale. Any applicant rated C or below is recommended for rejection, but the application is always brought before the full Committee for final action in order that possible recommendation conflicts may be checked out.

All recommendations are summarized on a single sheet together with the results of the interview. The summary sheets are then submitted to the members of the Admissions Committee for review two days prior to a regular meeting. During each two hour admissions session, the Committee processes an average of 150 applications.

Under this system, in the opinion of the Admissions Committee, all screened applicants are given individualized attention, notwithstanding the vast number of applications processed by the Committee.

OPENING GENERAL SESSION

Welcome and Introduction: Nancy H. Rutter, President, MSACROA,
Franklin and Marshall College, Lancaster, Pa.

Address: "In Search of Marketability:
Liberal Education Reexamined"

Dr. Calvin B. T. Lee, Chancellor
University of Maryland,
Baltimore County, Maryland

Nancy H. Rutter

Dr. Calvin B. T. Lee, Chancellor of the University of Maryland, Baltimore County since 1971, is 39 years old. Dr. Lee's career includes accomplishments in business, law, education, and academic administration. Born and raised in New York's Chinatown, Dr. Lee earned the B.A. and LL.B. from Columbia University and the LL.M. and the Doctor of Juridical Science from New York University.

His entry into the world of business started at age 17 as a result of his father's death leaving him as the general manager of Lee's Restaurant, at that time New York City's oldest Chinese restaurant. He managed the business for seven years while simultaneously completing his undergraduate and legal studies at Columbia.

In 1958, Calvin Lee entered the Wall Street law firm of Emmet, Marvin & Martin. In 1961, Dr. Lee, on leave of absence from his law firm, formulated and directed an extra-curricular program for Columbia University, involving students in community affairs. From this rewarding experience, he made the decision to stay in education and he served as Assistant Dean at Columbia until 1965 when he was selected as an American Council on Education Fellow in Academic Administration. An active participant in higher education reform, Dr. Lee aided in the planning of two national conferences of the American Council on Education in 1966 and 1967, dealing with improvement in college teaching and goals for higher education. He was hired by the U.S. Office of Education in 1967 to design and execute a new funding strategy for Title III (Developing Institutions Program) of the Higher Education Act of 1965.

In 1968, Dr. Lee was appointed Dean of the College of Liberal Arts of Boston University, a post he held until he was made Acting President and subsequently Executive Vice President.

A prolific writer, Dr. Lee has published seven books covering a range of subjects. His first was a cookbook, Chinese Cooking for American Kitchens. This was followed by Chinatown U.S.A., a book about the Chinese in America. In the field of Education, his books include: Improving College Teaching, Whose Goals for American Higher Education, The Campus Scene: 1900-1970, and most recently a study for the Carnegie Commission on the Future of Higher Education entitled, The Invisible Colleges. In the area of political science and constitutional law, he published One Man, One Vote.

Dr. Calvin B. T. Lee

There was a time, not long ago, when the lives of registrars and particularly admissions officers were quite different. The major job of admissions officers was to screen people out, and the most difficult aspect was how to deal with the less than talented child of a rich or influential alumnus.

Recruitment was pretty much concerned with attracting athletes. This is not to say that that is not around anymore, but less so in some regions than others.

I need not tell this group how times have changed. This is a time of the buyers' market both for the public as well as private institutions. We know about the empty beds in the yet unpaid dormatories, and the empty seats in the class rooms. The pressure is on the admissions officers to fill those beds and seats, and for the registrars to recount the empty E's until they add up correctly.

Faculties don't like to believe that curriculums may have to be revised to meet the needs of this generation of student, nor do they like to think that the dropout or stopout rate is at least in part reflective of the lack of relevance which students find in their course work. No, the pressure is on you my friends to make the books balance.

The title of my speech tonight "In Search of Marketability: Liberal Education Re-examined" suggests that, for the first time in American Higher education, we have to review liberal education in talking about marketability. I am not dealing with the new gimmicks of hard sell that are beginning to take place in the college admissions world, rather I am addressing the need to redefine the mission of the liberal arts in the new context of the 1970's.

The occupational outlooks for college graduates in the 1970's, particularly for liberal arts and education majors is not good. This has been well substantiated throughout the year. It is apparent that many of those who find jobs are at jobs well below their expectations. The dismal occupational outlook has brought about a questioning of the value of a college education. This is one of the reasons, although not the only reason, for the declining enrollments around the country. Like it or not we must demonstrate that a liberal arts degree is marketable to future employers.

Within the last two decades we have heard a great deal of discussion and lamentation about the state of the liberal arts. In the late 1950's, Dr. Brown and others depict what seems to be the end of the liberal arts as a result of the great pressure to provide specialized undergraduate training, the preparation for graduate school; however, by the 1960's, the liberal arts were criticized by students and critics as being not liberal or liberating enough. Now in the early 70's we are confronted with the concepts of accountability and cost benefits analysis; unemployment for the liberal arts graduate and a commissioner of education who is stressing with career education. What are we to do?

This paper will deal first with the forces which create the need for re-evaluation of the various missions of the liberal arts colleges, and, two, the issues confronting the liberal arts curriculum and alternative futures for the liberal arts and the liberal arts college.

1) Forces leading to a re-evaluation of missions:

In order to understand what we have been doing in the past and in order to prepare for the needs of the future, we should first recognize that there have been two sources of pressure that have led to periodic changes, which have led to the re-evaluation of the mission of the liberal arts as well as the missions of our institutions. Those two sources have been and still are, First, the colleges' institutional needs and secondly the changing needs of the society. A college does not create and maintain admissions in isolation. It might try to respond narrowly to the dictate of the founding fathers and the founding character, but few institutions have survived without adapting some-

what to changing times and needs of the society as well as the changing needs of the student body.

Briefly stated, many private colleges were founded in response to three historical forces. a.) Religious influences in America before the Civil war; b.) The demand for negro colleges after the Civil war; c.) The demand for technical schools at the end of the 19th Century.

Through the years, however, other forces have brought about changes in their missions. For example, the technical schools have been converted into liberal colleges in order to enlarge their offerings and gain greater academic respectability in the face of competition from state supported institutions. The private black colleges, too, have run into very hard times in recruiting students and justifying their existence as opportunities for black students at predominately white institutions have been greatly expanded. Many such colleges have sustained their existences because of the financial support of programs such as Title III of the Higher Education Act. The religious influences on the private colleges has diminshed partly because of the ecumenical movement, more liberal attitudes with regards to religion and also as the result of the need to diversify the student body for purely economic reasons.

So it is with all liberal art colleges whether we are talking about the issues of educating only women or only men or maintaining a clear religious identity and philosophy, or subscribing to a particular form of liberal arts curriculum. Most institutions have been changing in character, in structure and necessarily in missions. They have frequently done so relucantly for no other reason than that for institutional survival.

Secondly, the changing needs of our society have brought about change in liberal arts education in the mission of our institutions. The missions of the colonial colleges was primarily to provide gentlemenly professional training for the ministry, law and then later on other professions. So long as liberal arts training was provided to the few rather than to great numbers, it was generally accepted that the holder of a baccalaureate degree had some intrinsic value to any future employer. Opportunities to attend college expanded, and as certain occupations normally entered by liberal arts graduate have become glutted, there has been a real questioning of the value of the liberal arts education in the manpower market place. Add to this the job specialization which has been taking place and one can see that the liberal arts curriculum is caught in the middle of either providing too little or too much.

Let's turn now to the issues confronting the liberal arts curriculum. Centuries ago the content of higher education was encompassed in what was called the seven liberal arts divided into the two broad categories of the quadrivium and the trivium. Mastery of the quadrivium and trivium essentially equip students with the ability to (1) acquire information (2) order the information into conceptional scheme (3) test hypotheses (4) formulate theories on models (5) arrive at logical conclusions (6) communicate new ideas and concepts to others. These six competencies still comprise the core of our contemporary emphasis in liberal arts education. In the classical view, the learning views could be brought forceably to bear on each of the three roles that every human being throughout his lifetime performs in one degree or another. One of these is the productive role, that is activity in the world of work. In addition, education in the liberal arts prepared students for effective performance of their civil role of office holding, voting, participation in activity of interest groups and so on. Finally the tools were invaluable for the performance of each individual's hedonic role that is indulgence of his taste and preferences, and even more importantly, achievement of his full development as a human being.

In the past liberal colleges have claimed contributions to the civil and hedonic role and have vaguely finessed the productive role by arguing that the liberally educated person does better in the longer run. The productive role, in my opinion, is where the liberal arts curriculum and the liberal arts college will be under the most pressure in the 1970's. In the 1940's and 1950's it was quite clear that if one was

planning to go to college what one had to do to choose a career. Today, things are not quite so clear. Technological breakthroughs are creating new industries and this constant advancement is also causing the rapid obsolescence of jobs.

There are also changes to state supported colleges. Even if federal and state aid were forthcoming, most of the small colleges will need to develop a clearer identity and track record of what it is that they can provide which makes them better than the competition. How can they do this? With the emphasis on equal opportunity on the basis of sex, women will want more options than school teaching, nursing, and a liberal occupation. What can the liberal arts colleges provide? With the rapid obsolescence of knowledge, technology and jobs--how should the liberal arts curriculum be designed? With the increasing number of colleges graduates being produced, how does one insure that a liberal arts student has the opportunity not only for job entry but for occupational mobility later on?

I think that there are some alternatives open which would enhance the viability and the attraction of the liberal arts and the liberal colleges. Fundamentally all of these alternatives involve the expansion of the liberal arts into certain emerging professions. There may be some resistance from the faculty to enter into so called fields, but I suggest that many colleges have been doing this and doing this well in the liberal arts context for sometime. Wheelock College in Boston, for instance, is a good example of a fine liberal college with a focus on early childhood education. This clear focus and identity has given the institution a reputation and attractiveness. Springfield college in Massachusetts, as well as a number of other colleges, has been well known for their training of YMCA Directors and Social Directors because of the need for the Service Profession in the 1970's and 1980's. The expertise gained from such programs should be expanded to other service professions.

Fundamentally, I am arguing that the liberal arts curriculum be appropriately expended to include professional education but short of professional training. I think that David Bell stated the problem of undergraduate education, professional as well as liberal, most succintly when he wrote "in the present phase of the organization of knowledge, one can no longer train people for specific intellectual tasks or provide purely a vocational training". In a fact, obsolescence or specializations indicate that one can not any longer educate a man for a job. One has to provide the means for intellectual mobility for continuing education and for mid career refreshment. This can only be done by grounding in the modes for conceptional inquiry. This suggests to me that training in the intellectual modes of inquiry of the humanities and social sciences will have to be integrated throughout the undergraduate experiences including those programs which might be viewed as applied or practical. To do this successfully, one must be very alert to new directions, new professions and new programs. If many of the job opportunities formerly available in elementary and secondary education are becoming scarce, we should be aware that the new careers in the areas of environment, health and welfare and community service, justice, information systems, governmental and public service are becoming increasing available for baccalaureate graduates with the same basic skills.

These new career opportunities and directions suggest that creative thought should be given to developing avenues by which a liberal arts college can naturally expand into the new field. I think that this can be done without our abandoning the major thrust of the liberal arts philosophy. One device would be to construct co-majors. A number of colleges which have resisted a major in education, for instance, require what amount to a double or co-major in education and any cognate field like history, english, etc. Similarly we have at the University of Maryland, Baltimore County, a program in undergraduate social work which requires a student to take a normal program in a discipline as well as providing sufficient training in field work so that the student can immediately qualify for a job.

In requiring the normal breath and depth of the liberal arts in addition to the applied work we achieved the following: First the student has the opportunity for immediate job entry and also has the greater intellectual perspective of the arts and

sciences, Furthermore, the student has fulfilled requirements for further graduate training when he feels that he needs it. Secondly, the student has had sufficient liberal arts background to be intellectually mobile and is therefore able to shift into other occupational fields in a way that most products of undergraduate professional programs cannot. Third, by allowing a student to use only elective courses for applied subject, we preserve the primacy of the liberal arts.

We have had a hangup in the liberal arts of separating the pure from the applied. In many cases this has been an artificial dichotomy. In fact, the barriers have been broken with the awakening of credit for field work and in some cases for meaningful personal experience. We have come to recognize that liberal arts education is not exclusively cognative but should be complimented by behavioral experience and affective development. Furthermore, many of the disciplines have in their development moved toward a so-called applied emphasis. It is within this context that the liberal arts curriculum can appropriately be expanded to include professional education but short of professional training.

Let me give some examples from our plans at U.M.B.C.,which as an institution shares many of the same problems that you have on your campuses. I should point out that by no means have we resolved all of these issues. We are developing several new curriculum pathways.

One pathway is a general field that we have called a policy science. At the present time it is on the graduate level with a very strong impact on the undergraduate level of developing people who would be involved in decision making, policy information and in the field of hospital or health administration, foreign affairs administration, business administration, public administration, economic analysis, preventive health, and social and welfare administration. The difficulty in the past has been that the liberal arts have very much stuck to the offerings within their domain, very carefully avoiding the applied fields. The central organizing theme that we have envisioned, however, is really one that centers upon the modes of inquiry within the applied fields of humanity, social science and sciences. To be specific, within the core program in the policy sciences we envision courses in economic analaysis, political analysis, organizational analysis and systical analysis on the introductory level, followed by courses in management information systems, i.e., accounting, program budgeting computer science, decision making theory, modeling simulation, mathematical programming and planning. In short, this is to be a combination of conceptional and technical tool methods of theoretical and imperical analysis. With these and other tools in hand, the student can be turned loose on one of several so-called applied fields such as housing policy, disarmament policy or school desegregation to name just a few.

As you think about the program it is not all that earth shaking fundamentally, 75 to 80 of these courses are taught within the liberal arts curriculum within the major presently. The difficulty is to get the student to focus on the intellectual skills which the faculty have imparted and for the faculty to do this explicitively.

Another example of a program we are planning at U.M.B.C. is one which links up with the medical school for programs in the preventive health. That program can include students that are strong in sciences as well as the social sciences and particularly those many premedical students who will not find their way to medical school because of the tremendous number of students applying. They have a strong scientific background and they want to be associated with a profession which brings them into an area which fulfills their needs. There is no reason that they should not be allowed then, with sufficient doses in economic analysis or demography for instance, to be able to participate in the area of preventive health. Up to this point preventive health has been dominated by medical doctors who have no understanding or training. We have an opportunity then to produce these new professionals who can bridge the various gaps in our society in the sciences.

We are developing programs in the biochemical or life science areas where with a little bit of practical experience -- perhaps during the January term under a four one four calendar -- a student can develop the skills that will result in an immediate pay off after graduation.

I can go on with some more examples but I think I'll stop at that point. I might suggest a reference point that might make clearer what we have been discussing. Daniel Bell in his book of eight years ago entitled "The Reforming of General Education" suggested that the senior year be a time when a student spends a significant amount of his time synthesizing disciplines. What Bell specifically suggested was the establishment of senior seminars on the multi disciplinary level to allow students to learn about the other disciplines and hopefully synthesize the knowledge they had. His particular concern was that undergraduates were over specializing in their majors, and therefore there was a need to give them a broader perspective. A problem approach to the application of traditional knowledge to the problems of mankind might be the answer.

What I am suggesting is, perhaps, we might be viewed as one step further than where Daniel Bell has led us. Specifically we need to develop within the context of the disciplines of the normal liberal arts college, sufficient opportunity for application of knowledge. The difficulty as I see it is that the average baccalaureate student is being hired to be not so much a specialist in a discipline as to be a general, well-rounded problem solver. I would suggest that such an approach is an extension of the liberal arts experience; one that will enrich the liberal arts experience by allowing students to test out their new skills and knowledges along forgotten element of the classical trivium and quadrivium.

All of us can lament the demise of the liberal arts from now until doomsday and all of us who are responsible for the liberal arts colleges can quiver whenever the Commissioner of Education speaks of career education. It seems to be that it is encumbered upon us to now look at what we have and what we can do to develop the liberal arts for the later part of the 20th century. It is not by any means an easy task particularly for a field so driven by tradition. It is more than a question of survival. I think that it is a legitimate approach to the future. We are indeed faced with a world of greater specialization but more than that, an increasing pace of obsolescence. We must provide our students with an open-ended education at the same time we provide our students with immediate payoff after graduation. This is unlikely to change in the near future and I would suggest that it will be us for sometime.

We must continue to do what no other institution in the American society can do. Technology is raising fundamental issues about value, and this is the concern of the humanities insofar as technology increases rather than decreases human control over what happens in the world. The task of deciding the direction in which we want the world to go becomes supremely important. We have at our disposal more ability to manipulate and control human behavior than we have ever had before. How this power is to be used is a profound ethical question which most of us have refused to confront. Obviously these issues are complex because they involve far more than determining how a specific development is being used. They involve decisions about both future research priorities and future social changes. Ultimately, therefore, we must come back to a fact that values, not technology, control humans. Technology becomes a way of processing ideas in order to achieve goals we ourselves set in calling attention to the problem of education in relation to moral and aesthetic value. Kenneth Boone said "the final problem is subtle and hard to put one's finger on", nevertheless, it may be the most important problem of all. This is the problem of the role of the educational system in creating what might be called a moral identity. The obsolescence of all the moral identity in the face of enormous technological change is a problem which underlies all others in the social system. In this solution, the educational system would play an absolutely crucial role. It would be in the things which our conservatives despise as so called thrills, that the development of satisfying human identities may have to be found

It must never be forgotten that the ultimate thing which any society is producing is people. If this principle is stamped firmly in the minds of those who guide and operate our educational system, we can afford to make a great many mistakes. We can afford to be surprised by the future. We can even afford to make some bad educational investments because we will be protected against the ultimate mistake which would be to make the educational system a means not an end serving purposes other than man himself.

FINANCIAL AID FOR GRADUATE AND PROFESSIONAL SCHOOL STUDENTS

Moderator: Mary Wilkins, Ass't Director of Admissions, Montclair State College, Upper Montclair, New Jersey

Panelists: Brian VanDeun, Director Financial Aid, Fairleigh Dickinson University, Teaneck, New Jersey

Recorder: Robert Goldstein, Registrar, Boro. of Manhattan Community College, New York, New York

Robert Goldstein

Ms. Mary Wilkins, Associate Director of Admissions at Montclair State College The panel consisted of the following persons: Mr. Brian VanDeun, Director of Financial Aid at Fairleigh Dickenson University (Teaneck); Ms. Alice Swift, Grants Management Officer, Health Resources Administration, National Institute of Health; and Mr. Robert Goldstein, Registrar at Borough of Manhattan Community College Served as the Recorder.

Mr. Brian VanDeun opened the session. His remarks follow: "I will be speaking this morning as a general financial aid officer. My experience at both Iowa State and Fairleigh Dickenson University dealt mostly with students enrolled for general masters and PhD work as well as with some students enrolled in programs leading to professional degrees. There appears to be a different set of priorities for funds available to undergraduate and those for graduate students. As far as funds for graduate students most of the available money is through loans, there is very little grant money and almost no federal monies are available. There is very little money available from the state governments. However, some of the graduate students are eligible for the Student Work Study Program at their institutions. Particularly if a specific program has been so structured as to make professional training more practical by working in the field on and off campus. Many schools will give the first priorty, including loans and work study to the undergraduate students. When constructing a need analysis for graduate students, things such as independence, which is becomming a problem for undergraduate students as well, represents a greater challenge to the graduate student. The graduate student is more likely to be dependent on someone else, whether it is a spouse or parent whether or not the student is totally independent. This is a direct result of the new social and phycological freedom from the family even freedom from the marriage partner in terms of financial responsiblilty. The high costs of graduate and professional education are another problem. The general concensus favors loans as being most appropriate for graduate students due to their high earning potential upon graduation, particularly on the part of professionals. This has resulted in some high cost loans being established, such as the United Student Aid funds, the American fund for Dental Education, and a few others as well as the Federally Insured Student Aid programs. A question of sacrifice by the student is very hard to explain to a graduate student particularly to the older graduate student. The student's cost of living remains high during their period of training. In addition, he faces constantly rising cost of tuition. They feel that a part-time jobe or a loan should be available to make it possible for them to maintain their independence. The financial aid officer has to attempt to standardize a budget for the student. One should take into consideration such items as life insurance and health insurance and other items that an older student might require. These items that are very hard not to include for exclusion could decrease the stability and security of a graduate student. A student's security should not be lessened in exchange for an advance degree, the two should go hand-in-hand. The Newman Report, which came out in March (1973), made some recommendations for graduate study. First, is to have portable fellowships with companion grants, that is, give the student a fellowship and not the college and let the student select the best program for his needs and then provide matching grants to the institution. This is much like the basic opportunity grant. The Commission further recommended an expanded work study program to make the theoritical line practicable, so that the experience will become

part of his education. Lastly, the Commission recommended establishment of institutional project grants to foster changes in the traditional approaches to curricula training. One of the effects of the lack of money might be a change in enrollment patterns, from full-time to part-time. This may change the character of programs. Students will be forced to allocate more time to working than to their studies. We can anticipate an increase in enrollments in publically supported colleges and a corresponding drop in private colleges because of increases in tuition. In addition, the Health Professional Scholarship and loans programs money will draw potential PhD candidates into medical and dental programs. When the monies for health professionals "dry up" then hopefully the resulting selection process will keep alive only the best programs."

Ms. Swift took the question of:

Q. "What is the feeling in Washington toward the amount of tuition ceiling to be paid by professional school students."

A. "There are two programs available, the Health Professional Student Loan Program and the Scholarship Program. It should be noted that professional school students are historically funded through the Office of Education's National Student Loan Program. Because of the high cost of education and the special problems that these students face it is felt that the National Student Loans do not meet the needs of these students. Therefore, a new scholarship was instituted in the Fall of 1960. Initially this bill was enacted to meet the needs and to increase the supply of the manpower in the health fields. It was determined in 1965, that it should afford money to students from minority groups, through the scholarship program. The loan program consists of something in access of $270 million in a rotating fund. Some unallocated money has had to be returned to the federal government because of the duplicity of loan programs. Scholarship programs are generally annual awards. It appears that our emphasis must be directed toward the continuation and expansion of the scholarship programs. The Comprehensive Manpower Training Act of 1971 made it possible to increase the number of low income, disadvantaged, minority group members into the Professional Health Schools. Thus affording these students entry into many otherwise closed programs as well as making it possible for them to graduate more quickly. They made lucrative provisions for those who agreed to practice in "Shortage Areas" to receive tuition scholarships. The inability to get shortage lists has resulted in problems in dispersing financial aid. In the case of Nursing, interim lists are being used. Agreements to accept employment in a shortage area could result in up to 85% of a student's tuition being covered. This program increased the number of scholarships available for those agreeing to serve in the National Health Services Corps. Another provision of extreme importance to students is one that attempts to grant those students, fearfull of failure, a degree of security. That is, the program provides for a guaranteed repayment, when a student defaults as a result of leaving his program for academic reasons. The federal government would assume up to 100% of the educational loan that the student has acquired if he fails to resume his studies in two years. The federal government hopes to entice doctors and related medical and dental technologists into areas that are critically short of needed medical services. One program under the comprehensive health manpower training act, which has not as yet been implemented, called the Physician Shortage scholarship, would give to a student $5,000 per year in scholarship aid in return for an agreement upon graduation to practice in a shortage area. This program has had pressure from Congress. The Public Health Service Care Scholarships training program will yield a student an average of $10,000 dollars per year to study. The PHSCS are currently being distributed. In fact, $3 million has been requested to fund it. Many state schools, that support the students through their education with state raised tax levies, find that upon graduation the students go off to the military and practice in military hospitals, thus denying the state their professional services. All programs expire June 30, 1974, although there is no indication that the monies in these programs are dried up. We must put pressure on Congress to keep the money coming.

As currently suggested in a study conducted by HEW, Congress is looking into the willingness to support these potential high earners. Also, the study is attempting to determine whether or not there really exists a shortage in the health professions, or if it is not merely a very poor distribution of health services personnel. They are looking for ways to alleviate this problem of poor distribution, rather than increase the supply. Statistics say that by 1980 we will be flooded with health professionals. Therefore, we must look at those proposals that have extensive scholarship programs that would have committment provisions for health service personnel. It is apparent that special provisions will have to be instituted for minority groups. Some of the suggestions that were made prior to the enactment of the 1971 legislation are: (1) to increase the guaranteed loan, (2) to increase our current Student Health Profession Loan, perhaps with restrictions on the number of persons eligible; and, (3) the need to consider new types of financial aid for the Health Professionals.

In closing I would like to offer this last comment as far as the independence of the graduate professional is concerned. Most of the health professional students are mature, we try to avoid the independence aspect and merely take into consideration that most of these students are "broke" and try to go on from there."

Many questions were raised in the seminar-type discussion that followed the formal presentation. The following summary is offered.

Q. "Will money be available for loans if the programs are stopped?"

A. "Although the likelihood is great that particular programs will be dropped, it is evident that money will be available. However, disbursement will become more selective.

Q. "Has a percentage figure for cost of tuition vis-a-vis the cost of education been established?"

A. "The National Academy of Sciences has granted a contract to study the cost of educating a student. They hope to come up with a figure on what the student should pay. There are many schools in distress. In some private schools the tuition does cover a very large percentage of their budget. There is no way of knowing what the federal government will do. But it is expected that the government will expect students, through tuition, to absorb a substantial portion of the school budget."

Q. "What are the plans for decentralizing the federal offices on a regional basis?"

A. "Each one of the regions, and they vary across the nation, are being staffed at present, and on the eastern coast we have had one regional meeting that included representation from Boston, Philadelphia and New York. We are working with the people in the ten regions, each regional office is handeling the situation differently. The eastern group will meet with some of your regional (MSACROA) people. As soon as these people are on board they will initate the building of regional goals."

Q. "Do we expect sholarship aid to be available from federal sources?"

A. "In addition to the $2 million on hand, an additional $2 million has been allocated. Legislative specifications are being studied in order to establish the appropriate disbursement procedures. We do not know if a decision will be ready before June 30, 1974 when the existing legislation expires. There appears to be a need for the creation of one central agency to disperse these funds on a priority basis, taking into consideration critical shortage areas, regional needs, placement of minority students, etc."

Q. "In the case of minority students dropped for academic reasons--when will the

the applications for aid be available and who must initiate the application?"

A. "These forms are complex and restrictive. They should be available by January 1, 1974. The individual student initiates the application although the officers at the institution should see that these students requiring applications have them. The burden of processing the application will be bourne by the federal government and not the institution. The intention is to protect the students who are forced to withdraw and who will not be returning to one of the health professions schools within a two year period, whether for academic reasons or not. We are trying to get hardship deferrments for Health Education which we have not had in the past. We have included this aspect in the legislative specifications and they have not been ruled out as yet."

ARE REGISTRARS A NECESSARY COMMODITY IN THE AGE OF COMPUTER TECHNOLOGY

Moderator: Robert J. Glunk, Registrar and Assistant to Dean, Lycoming College, Williamsport, Pennsylvania

Panelists: R. Peter Jackson, Director-Student Records and Finance Cornell University, Ithaca, New York

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Robert J. Glunk

According to the definition found in the AACROA publication, "A Glossary of Terms," the original meaning of the title, Registrar, was "keeper of the records." It expands on this by explaining that this definition now connotes only one phase of his activities, for today the Registrar supervises policies and procedures common to the various divisions of his school; and particularly those criteria and regulations that pertain to the admission of students, the enrollment procedure, academic recording and certification, and the interpretation of statistical data. This diversification of responsibilities thus places the Registrar in the important role of a unifying influence in his institution by not only making him the keeper of records, but also an education coordinator and a guardian of the best academic standards.

Historically, the Registrar was kept extremely busy with the traditional functions of record keeping. Those of us who have not gone through this era can still appreciate the quantity of work by our predecessors simply by looking through old files. It is relatively easy to uncover reams of hand computed averages and statistics on former students. Codes were numerous and multi-colored pencils were used freely. It is difficult to comprehend how they managed to do all of the work with very little mechanical assistance. Can you imagine what registration, grade report- and senior certification must have been like? As a record keeper, no one in the aca- community could doubt his worth to an institution. The fact that he had to work most evenings and weekends also gave the position credibility. Because of the facts and figures that he alone accumulated and possessed, few decisions could be made without these statistics. On most campuses the Registrar held a powerful administrative position and it was not unusual to find him on the Administrative Council.

Due to the vast quantity of work as a record keeper, he had very little time to be an education coordinator, as suggested in AACROA's definition. Historically, he has always been a strong guardian of standards. The Registrar during his era was usually placed in this position with little formal preparation. Except in larger institutions, few possessed anything beyond a M.A. degree. Above all, the Registrar had to enjoy working, particularly with the many details associated with record keeping; and of course, accuracy was of prime importance.

Then came the computer and the concurrent shift in responsibilities. With a little imagination and some competence in the Computer Center, most of the very time consuming details of record keeping were eliminated. After the first year of frustrations associated with the changeover to the electronic genius and the second year of refinements, an efficient and automated system was developed. Thus, the computer has made us efficient and accurate record keepers and for all practical purposes, it has relieved us of this tremendous burden, especially at smaller institutions. Once the systems are operating, the major supervision of record keeping can fall upon the shoulders of a well trained clerk.

I feel that professionally this is the point at which most of us find ourselves today. The functions that gave a Registrar clear identity in the past have been absorbedby machines and it became apparent that the Registrar was faced with seeking a new identity. We have lost our "Linus blanket" of record keeping and to this point have NOT agreed on a new and clear direction.

In an attempt to find our new "place in the sun" some of us have turned to heavy committee responsibilities. It is easy to rationalize that serving on an important committee will give us recognition. Because of our background, knowledge, and expertise, we usually do make good committee members. It is perhaps through this means that we can become better education coordinators as suggested by AACROA's definition. However, I doubt that few in the academic community would recognize ourselves as education coordinators. I also doubt that few of us would recognize ourselves as education coordinators. Perhaps if education coordinators does become part of our new identity, then the tremendous burden of committee work will be less frustrating and could be professionally more satisfying.

Institutional research represented another area in which some of us directed our attention. Since we have been working with statistics on an elementary basis, with a little more sophistication and with the computer, this area looked promising; but it appears that most institutions are not research oriented and you usually end up just doing the statistical reports for the institution.

Perhaps our profession is at fault if institutions do not make better use of research. Institutional research could serve us well if we made the commitment to be education coordinators and guardians of the best academic standards.

The direction that seems to be getting added attention is the "Assistant to's." Traditionally the Registrar worked most closely with the academic aspect of the college community. As a result, it seems most natural to move in this direction. However, there are also serious problems. One must be realistic and recognize that the degree is crucial in academic administration. Lacking this degree, our upward mobility is limited, and the most we can hope to achieve in this direction is a position as Assistant to the Dean.

In summarizing, I would again like to stress my primary argument that the computer has made obsolete the tradition that the Registrar is a record keeper. The present Registrar represents a position of diversification which is extremely difficult to define especially when comparing one institution with another. Such diversification has caused loss of identity and the Registrar, unfortunately, is losing his position of strength and influence on the campus. What prestige does remain is now more in the person and not the position. This results in a more <u>personal</u> and less <u>professional</u> position on the campus.

What is the future for the Registrar? I think that most of us can agree that retrenchment must occur on most campuses. Administrations will have to be restructured for maximum efficiency. Difficult choices must be made. Although a college could not exist in the past without a Registrar as a Record Keeper, that is not true today. We are now in a vulnerable position that has been precipitated by loss of identity and the personal nature of many of our present responsibilities or duties.

I believe we now should not only ask if AACROA's definition of Registrar is still adequate, but also if the title of Registrar remains appropriate. Should we not be considering such things as more professional guidelines and position papers? If we are to be education coordinators, should we not have workshops on such things as curriculum trends? If we are to regain our positions as guardians of education standards, we could all agree that we are in desperate need of help in this area. Should we not be discussing what additional training and academic preparation will be required to meet the need of the future?

Finally, I hope that this meeting will be recorded in history as the springboard in a groundswell of action dedicated to proving that the computer has not made the profession of Registrar obsolete. If we can but agree that we should become good education coordinators and guardian of standards, as suggested by AACROA definition, then these, together with our traditional functions of record keeping, will give us an identity that no one can fail to recognize.

R. Peter Jackson

THE REGISTRAR IN THE UNIVERSITY

Is the Registrar a necessary commodity in the age of computer technology? My answer is - Yes, of course - but the Registrar in the University should conquer technology and get back to his real job as one of the main eduation policy leaders on his campus.

Have you ever met the Registrar from the University of New South Wales? He is an engaging person but becomes evident quickly that he does not do what most American registrars do. What happened to our registrar's roles? Why are we here bringing up this topic? Somewhere along the span of years registrars must have become so involved with the "trees" of technology that we lost the "forest" of education - which was once ours - we need to go beyond educational coordinators and into educational leadership.

Let's step back from the registrar's daily task and look at the roles in relationship to the college or university's basic function. Registrars deal with the substance of academic curriculum usually - not counseling, or advising but the academic program and they work with the basic component parts which unite together academic offerings of the institution and the students. Registrars work at the heart of higher education- a great place to be! No one person is so surrounded with the data and activity which represents the main thrust of the institution as the registrar. Yet, for various reasons, registrars feel the frustration of not being the focal point of educational decision or action.

The registrar needs to assert himself and recast the registrar in the educational community. What are some of the interests of characteristics of an "assertive" registrar? I see at least three, and of course there are more.

1. Interest in institutional or educational research.
2. One who identifies with academic people and programs.
3. An interest in promoting innovation in higher education.

Interest in educational or institutional research

When the scheduling, recording and certifying are well in hand and the illusive and perennial "new system" is implemented, the registrar should take stock of the

situation. He will find himself in the best position to evaluate and interpret what is going on within his institution and to combine these findings with what he knows to be the trends without - regionally, nationally, or world-wide. Interpreting his findings, convening, and then applying them to sound educational practices can and should be the roles for a university registrar.

Second characteristic - one who identifies with academic people and programs.

Registrars must have a genuine interest in identifying with the academic programs and those who make up these programs. Of course, the registrar must retain his interest and involvement in systems development and registration and recording functions per se. It may be difficult to foster program interest when your office is equipped and manned to respond to record keeping and certification tasks, or to dance to the tune of a 360-40, but a registrar will not move to broader role unless he has the basic desire to move into the academic arena of program and policies vis-a-vis punch cards and printouts.

A desire to promote new programs within college or university.

The increase in field study, continuing education, retaining audiotutorial teaching, etc., represent a few of the new emphases - all of which need to be studied, interpreted and instituted and evaluated for your academic community. A registrar must have a real interest to do this type of work, or at least be able to set the stage so such programs can evolve. It represents a sales effort for a tradition-service organization and normally perceived service-oriented registrar.

The three steps are related and represent an academic-research direction of a registrar. You can carry them out without having a Ph.D.; it takes a bona fide interest and commitment. We need to examine ourselves - honestly, on these issues for it is easier to stick with recording, scheduling and computers than bring in programs, influence professors and shape policies.

Role within the institution - purveyor of educational innovation and facts.

In order to apprise the academic community one may have to be active on committees but in some respects the most effective roles are those of a consultant and resource person who is knowledgeable in educational research and innovative programs. It may well be to the registrar's credit and to the role you wish to promote not to get bogged down as the secretary or leg man for key committees for you do not have the time for that type of role or service and the university cannot afford to have you do this type of work. Particularly within the university there is a paucity of leadership which draws the teaching offerings of the various colleges and schools together. Duplications arise, programs may overlap, or serious voids in offerings develop. The registrar, if he is a true student of higher education, can see very clearly what needs to be done, or can be done, to bring the university offereings to a more complete stage.

Role outside the university - observer of educational innovations and practices.

Become informed about the trends - both locally and nationally. Bring this knowledge back to your institution through normal channels of communication, plus through your actions in application of ideas and practices obtained elsewhere. Registrars professional organizations are useful but go to meetings on educational or social science research and conferences concerned with broad problems of higher education.

Does the registrar really have to be lost to detail either in academic record keeping or in systems development? Some will - some cannot help it, and so be it! but forward-thinking men and women will use these tools of information and knowledge to assume a leadership role within their college or university. Influence through your knowledge of what is happening, what can happen, will give you a leg up on leadership in what should happen. Should registrars render this influence, they will be the most essential commodity.

An Aside on the Registrar's Role

With the main thrust being in systems development, Cornell's Registrar has joined with the Bursar, Admissions Records and Scholarship and Financial Aid under an area called Student Records and Finance. Each office maintains its own identity. For the development of systems, and for the maximum coordination serving its clientele - students, faculty and administration - this grouping serves a very useful purpose, particularly in systems development. However, each area must work to fulfill its own respective broad role in the community and now allow itself to be reduced to a common, limited service group.

In the organization mentioned, the registrar must see his role in the broadest sense, as previously mentioned. The admissions activities should include all university-wide admissions - undergraduate, professional and graduate, and the two financial units - financial aid and bursar to encompass the total financial relationship which students have with the institution. In fact, we are not this broad and, in my opinion, we will not serve the university effectively until we operate within this broader vision. This notion of a central focus has merits but it must not be allowed to form an administrative yoke.

Registrars have to harness the several forms of technology and use them as tools to continue a service role but not return to leadership role in the teaching mission of the university.

In most instances, roles are reflective of those who are, or have been, in the position of responsibility. Institutions must hire and charge registrars to carry out a greater calling. For those who are in a position where the "nitch" of registrar is generally viewed as being narrow - draw up plans for change and go about your task with all due haste. It will be challenging and exciting to you and your compatriots.

James R. Jose

Are Registrars A Necessary Commodity In The Age of Computer Technology?

My charge is to respond in my capacity as an academic dean to the theme which has been competently developed by Mr. Glunk. I accepted this charge with some trepidation since most registrars have rigid perceptions of the biases of deans. I want to assure you that I have most of those and a few more. After two regarding years as Registrar, I regressed professionally and became a dean. Additional biases were developed through university but principally college teaching and administrative experience. Finally, the biases which underlie the thoughts which follow have emerged from three and one-half superb years of working as an associate of the person who leads this panel today, Bob Glunk. Let me hasten to the proposition before us before those rigid perceptions alluded to a moment ago preclude any possibility of objectivity.

The term and position traditionally referred to as "Registrar" should be banished from the jargon and table of organization charts of higher education as quickly as possible, as should most other current administrative positions. Several assumptions underlie this heresy. First, collegiate and university administrative structures and functions are antiquated in that they do not respond to the needs of the contemporary educational community, and I have my doubts that they will appropriately serve the future educational community. Second, one of the most critical areas in need of immediate overhaul is academic administration since this, more than any other area serves the central mission of higher education. Third, nothing short of comprehensive and profound change in functional responsibilities within the area of academic administration is likely to produce the desired result of creating a responsive administrative structure. Finally, because most presidents and deans lack the courage to join issue with boards of trustees and faculties, such change is not likely in the foreseeable future and therefore all we can hope for is a bit of tinkering with the present system. Thus, it is with two thoughts in mind that the ideas which follow are offered -- the

need for radical change in the structure and function of collegiate administration, coupled with the nagging doubt that such change can be effectuated soon.

The most compelling argument for the proposition emerges from the fact that too many, mostly non-registrars, have had perceptual difficulties with the concept of registrar. The functions performed by the registrar and the responsibilities heaped upon the person occupying the position far exceed in both substance and importance those which other administrators and faculty are willing to acknowledge. The exception of course, is the sympathatic, benevolent dean who has commandeered the registrar as an administrative assistant. Those who have had perceptual difficulties, including timid registrars with an inferiority complex, view the position as that of a record keeper and superciliously ignore the more important functions pertaining to curriculum, policy implementation and institutional research and analysis. What is happening is that registrars are performing functions which non-registrars assume deans are performing and the position is perceived to be no more important than that intermediate staff. Registrars are performing line functions and should be viewed as line functionaries, not staff assistants.

Two recent developments have conspired to provide further support for eliminating the concept of registrar. First, as suggested by Mr. Glunk, technology has wrenched the original function of record keeping from its exclusivity thereby relieving the registrar of a not inconsiderable burden. Second, the academic dean has become so inundated with faculty personnel matters, persons and committees desiring to ursurp decision-making prerogatives, increasing insensitivity of non-academic administrators and the pressing need for academic development, that significant chunks of the dean's responsibilities have had to be pursued with less vigor or in some cases ignored. For those of you who are harboring thoughts of heresy, permit me to confirm them. The academic dean can no longer afford to assume the responsibility for curriculum administration! My point is horrifying in its simplicity: The academic dean can no longer be sufficiently knowledgable in curriculum administration to continue to carry that responsibility and do justice to it and the myriad other responsibilities everyone else thinks the dean should assume. The only person who is knowledgable is the one who currently holds the title of Registrar. Working with departments and divisions of course scheduling, clearing courses and programs for financial feasibility, participating in faculty hiring and evaluation, authorizing and hiring all part-time faculty, mediating inter-departmental rivalries, preventing departmental chicanery, advising the President on enrollment trends and their implications, managing program portions of the instructional budget, approving course overloads for students and faculty, receiving and acting upon student petitons for exceptions to academic regulations, and chairing the academic standing or policies committee are a few of the functions which can be more effectively discharged by the person currently called Registrar than by an academic dean. What I am describing is a curriculum manager or director, not coordinator as suggested by AACROA. The person who discharges functions such as I have outlined cannot be an assistant to or an assistant, but rather must be an associate of the Academic Dean in the fullest sense of that term.

Several critical objectivies would be achieved if these changes transpired. Of course, more functions of academic administration would be more effectively discharged to the benefit of the educational community. The Chief Academic Officer would be a more effective educational leader. A major move in the direction of administrative reform would have been accomplished. We could list many more. However, the most important for you who are registrars is that your role and responsibilities would be clearly established and understood, and you would be recognized for what you are -- curriculum directors.

Our first impulse might be to ask what sort of academic and/or professional training would be required for the position? Should a terminal degree be expected? Is Teaching experience necessary? Should the person have faculty rank? I believe we could debate such questions endlessly without ever reaching agreement. In my opinion, however, you do not have the time to develop answers to these questions. Frankly, I

believe the only question which should preoccupy those so persuaded is, how can we bring about such change? There are only two prerequisites needed to accomplish such a change: 1) a competent registrar who yearns for a clearer definition of responsibilities and more authority and 2) a sympathetic, benevolent dean who can predict with reasonable certanity that the system will tolerate such a change. But, it is you who are registrars who must take the initiative. If you fail to do so, we deans will continue to commandeer you as our assistants and you will continue to be viewed as second line staff assistants who might be expandable in the era of budget reductions. Pax vobiscum!

Melvin L. Woodward, Ph.D.

Influence For Change In The Registrar's Office

The traditional registrar's office should undergo an evolutionary change in the next ten to twenty years. I shall try to forcast some of the nature of that change -- from where we are to where we shall arrive. I offer the warning in advance that these remarks are only the result of my own pipedreaming in the context of Bucknell University. I owe a debt to Florence Pyle who willingly shared her thinking with me. It is our good fortune that she is our Registrar.

To pipedream effectively one has to look at the evidence in our possession right now to see the implications which may eventually become reality.

The first evidence is that faculty, students and administrators who are honest are not very satisfied with the educational production system as it exists on most campuses. Nobody I have talked with can see an abandonment of the basic concepts of mass production. The analogy of the factory may be offensive but I find it to be the major source of ideas by which universities are operated. There are the features of standard courses which groups of fairly standard students exposing themselves to standard chunks of knowledge in courses which are almost always executed in the form of classes. The work in process -- the students -- goes through eight or twelve production cycles depending on semesters or quarters. The finished product -- the student qualified for a baccalaureate degree -- comes out of the factory ready to perform the product's intended function of serving some need.

The dissatisfactions with this system are many. The production operation and the manipulation of the work in process are too crude. The cycles are too long and too few. The product is ill-defined and, worse, the market need has not been researched accurately or forcasted with enough lead time so the factory can change the product in response to changing market needs. I trust that this brief statement is sufficient to cover my first evidence -- that we are dissatisfied.

The second evidence -- we were so busy the past 15 years trying to handle large enrollments each year that change was unlikely. But now we have an added impetus -- the opposite condition -- not enough students. As we look for effective ways to compete we shall look for ways to change what we do -- to give ourselves a differential advantage.

Dissatisfaction plus a competitive goal create favorable conditions for change.

The third evidence is in the area of what is already happening with computers. Since about 1964 most of us have been moving toward integrated educational information systems. Most campuses have the first phases of automation underway or completed. Data bases and analysis programs to provide reports are nearing completion. The registrars, admissions, alumni, bookstore, business, counseling library, and duplicating are being bought into the second phase of integrating these data bases. Soon, if not already, we will have highly efficient systems for daily operation. Then we can begin to utilize the information from daily operations to simulate and analyze across the aforementioned offices toward the longer term larger policy decisiors and processes of administration and to improve our planning accuracy. As we become accustomed to exploring the new technology we shall not be satisfied -- it will probably tell us in

painful terms just how poorly we are doing the job. We will also pursue new vistas of what we can really do with our system of production.

The fourth evidence is in the future direction of technology and the communication potentials and pitfalls which lie in store. Briefly the direction of technology seems to be:

1. Zero cost logic
2. Human dominated and transportable terminals
3. Document creation and distribution
4. Greater man-machine symbiosis
5. On-line, real time, continuous, instant, universal, man-machine contacts
6. Greatly reduced time cycles

An example may illustrate the educational communication potential of such technology. Education for the most part is self-education, that what a student or a faculty member does to make himself more knowledgeable or more proficient in a given subject is largely what he does himself -- to himself. Furthermore, the process of learning is to a major extent an individual proposition and it is very lonely. The student can be aided enormously by a teacher who is a master at his subject and in explaining it and who can easily develop a rapport with the student. It is widely known that frequent, lengthy appointments between teacher and individual student can work wonders. But it is also known that it too seldom happens -- simply because it's too expensive and for other reasons. Yet the student needs feedback and he needs it much more frequently than the periodic hour exam and semester grade. Anybody who has ever taught knows that the instructor has far more feedback to give an individual student than he has time to give. Enter a system of education in which each student has emotional and intellectual learning goals for himself based upon self assessment and the assessment of admissions, the counseling center and the requirements of the curricula chosen. Those goals -- call them learning by objectives -- are on a page in the computer file. Observations, suggestions, helpful hints -- that total mix of feedback which comes from many sources gets freely entered on the same page. The student anytime he wishes, wherever he is, asks the file for his feedback and he gets it. The student of tomorrow then gets what he cannot get today and his self education potential is enchanced. A similar system will serve the individual faculty, especially the student's opinion of how well they think he is currently teaching the course -- a feedback he cannot currently get except in the crudest of terms. The teacher has his own instructional effectiveness page of the computer file. His print out, anytime he asks for it, provides a summary on how he is doing in each course. With imagination one can expand on the examples.

With technologies listed earlier, this fragmentary example provides a glimpse of communication potential.

The pitfalls of such technologies are several:

1. Greater danger of human/computer error
2. Depersonalization
3. Violation of privacy
4. Cybroveillance
5. Accelerated rates of technological unemployment and increased life long education
6. Vulnerability to accidents, sabotage and theft

These four major pieces of evidence cause me to believe that the registrar shall be gradually affected. The university will continue to need somebody to manage the three pieces of evidence just described. For reasons which take too much space in these brief remarks, none of the existing functions except the registrar, the "keeper of the records," a class out of antiquity, shall remain. I believe that it will be in the chain of command where it is right now as a senior staff position reporting to the

chief academic officer. This is not to say, however, that anybody will be able to recognize tomorrow's registrar by a knowledge of today's office or office-holder.

The traditional functions -- registrar, enrollment, records, transcripts, statistics, publications, commencement, billing, incoming freshmen, selective service will slowly shrink relatively in importance. The functions of grade processing and reporting and evaluation of degree progress will be much more elevated. The registrar will become much more like the production and quality control staff in a large manufacturer of proprietary drugs. In that situation a high premium is placed upon the development and installation of accurate feedback control systems which give top managemtnt the ready assurance that the production systems are doing what they are supposed to do. Applied to the registrar we will look to that to devise and manage educational information systems which among other things will given the student and faculty member easy to ready and easy to acquire feedback on the effect the educational system is having on the individual.

There are many sophisticated human talents required to manage the system. There are many potential misuses. The registrar will be the logical choice for many reasons but importantly because he is already there. That choice will fall to the registrar under two conditions: (1) if the registrar can be one of the recognized masters of educational theory and practice on the campus and be able to match the faculty, many of whom know little about education, per se, and (2) if the registrar can become one of the recognized masters of educational information systems on the campus and can therefore be ahead of, rather than behind others in pacing system development.

In summary, the registrar will be a very useful commodity in the age of computer technology, even though the influences for change shall bring about a different type of function and shall require a different type of person.

Question and Answer Period

Q. Since the speaker is a friend of mine, I don't know if he agreed or disagreed with me, so I want to find that out. He and I have had no collaboration ahead of time.

As I see it, in an automobile factory you have a design staff which designs the upcoming models. Once that design is agreed upon by everyone, it is turned over to the design manager and marketed. There is very little doubt in my mind that the design staff really determines what next year's car will look like. Now -- the analogy: Do you see that the faculty members would lose their prerogative in determining what next year's curriculum would look like?

A. That's a terrible question to frame. I have two responses: First, I would say that they have lost considerable prerogatives in that field as a result of the budget crunch. Secondly, I would say, probably not much more than they have already. I don't see, in this little model that I was playing with, any new threat as far as faculty prerogatives are concerned. If there is a threat, I see a threat of efficiency. As I said, very apologetically, we deans seem to think we don't have the time to do this very important thing, because we are told we must do other things which other people think are more important. So, if the person, who presently occupies the position of Registrar, takes this over, I have every reason to believe that the job will be done more competently, and therefore, that might pose a threat, but I don't think the faculty will lose any more than they have already been.

Q. What about the audience? Is there any evidence that such changes have taken place in your operations? Can you relate any? Can you see them?

A. I think, from observation at the University, and similar to Jim's response, I think within the University, the kind of suggestion that Jim has made does

not really take anything away from the faculty member that he has at the present time. I think I see within the University and within each college, a formation and understanding of what is going on, but then there seems to be no real good bridge from one college to another or within the colleges and we see a multiplicity of courses; courses which have very similar objectives being developed around the campus. We lack, I think, a person who is willing to take the leadership and say "hey, this going on in this college and something else is going on elsewhere." We don't have that kind of articulation, and I think we need a person who draws this out and tries to bring out the best of what is going on within the University and tries to, perhaps, give a sharper focus. There is definitely a void in this area. It is not being taken up by anyone. We don't have an academic Vice President, but it is not being taken up by the Provost's office for many of the reasons that have been mentioned. There are just too many pressures there and not enough people.

Q. How many Registrars are actually voting members on academic policy or curriculum? (Large show of hands) Any other comments?

C. I would like to respond to this by saying that it is the job of the Registrar to take the initiative. If one comes from a very small institution where you have the pressures of what you have to do and find it hard to do and the pressures of budget add to that, you really have to fight to stay out of the rut of what has always been the job of the Registrar and move into leadership in the area of research, institutional policy, development etc. I think this is a very difficult thing to do because you are just immersed in the day-to-day work that must be done. You have no one else to give it to, and yet you know that you should be doing something beyond that. I think the Registrar, particularly in a small institution where there is a limited budget and a limited staff faces a very difficult role.

A. That is correct. I could certainly not dispute that. I guess what I am suggesting is that mentally you can fill a void, and no one will even know it until it's accomplished. Let me put this in a little bit of perspective. Bob and I have been playing this game for three years now, and quite frankly,many of the things which are listed here, he is doing. The things he is not doing, he is not doing because I can't with some reasonable certainty suggest that our system would tolerate it. He has been doing it for a number of reasons: -- First, in my first couple of years, I was concentrating in the area of academic development. The day-to-day operations simply had to be turned over to Bob or they just went undone. I felt that the paper work was going to stack up, and we were definitely going to have problems. Because of the way he has gone about it. I'd say that he is 3/4 of the way there. He is in fact viewed on most of these committees as an Assistant Dean, taking the "to" out, representing the Dean's position etc. I know we have staff position problems and budget problems. Bob's staff was cut by 1½ three years ago and he still manages to operate. I think it can be done, and a lot depends on the priorities that your institution places upon the things that you have done, -- not even your institution, I wouldn't even broaden it that much. I would say your most immediate superior, which I assume would be the Dean. He is the character that you have got to get to.

C. I don't know how many of you remember an article that appeared in Colleges and Universities some years ago on "The History of the Registrar." Going back to the beginnings of higher education or academia, the Registrar was known as the major beadle. It seems to be that he did everything but teach; and, as the centuries have passed, the jobs that he originally did are being delegated to other officers: the dean of student affairs, the academic dean etc. As the Dean says, that ought to stop now, so the Registrars can get into institutional research. I can't see that it is going to change; and I agree with Mrs D. that the Registrar just doesn't have time to get through some of the other things, and yet he is forced to accept responsibilities that no one else will

do. That is what the major beadle did. He took care of housing, counseling etc. He tried to delegate a lot of these things that he inherited. I guess what I am trying to say is that the Registrar does the things that no one else will do. The things we need to guard against is being reluctant to grab the broom when the classroom needs to be swept, and make sure that the man who is supposed to do the sweeping does it. I think we have a tendency to step in where other people are supposed to have taken some of the responsibilities. I would love to get into institutional research, with all the facilities we have at our command now; I would love to have the opportunity to follow through on the design of this thing that we are producing. However, we are so involved in the day-to-day work that we just don't have time for it.

C. I see a major difference between Dean Jose and myself based on your remarks. It would be just as real as saying "Look, you have got to hustle and become a new kind of registrar." Did you notice that he gave you a big qualifier in his remarks? I can't help but identify it "provided you have a very benevolent dean." Now what I am saying is "forget it." My attitude toward that is very pessimistic. I am now in my fourteenth year, counting off ten years as a faculty member, and I was supremely disgusted in my capacity to accomplish any kind of reform within the faculty. I am very pessimistic, and my outlook was clouded in those days by the numbers problems. We were continuously scurrying around trying to figure out how we were going to teach those courses. We really didn't get to the question of curriculum reform and program evaluation as much as we should, but we tried and failed. What I am saying is that the biggest change that has ever occurred is with us now and that is the force of technology. Technology has always been the biggest thing that has caused human beings to behave differently. I think technology is what is going to push us into this, and I don't think it is going to be "benevolent deans" or aggressive registrars. I really think we are going to wake up some day with a couple of border cases on our hands and realize how the computer was misused how we have terrible kinds of human-created computer errors; and the Dean and the President are going to get their heads together and say "We have got to put somebody in charge." Someone suggested the phrase, "The Czar." Quite frankly, I think that's what it might boil down to. We are getting pushed into it. I don't think we will push ourselves into it.

Q. How did you get your Dean to recognize that you needed an assistant?

A. Because I came up that route. I would say this that the circumstances dictated that. There was no preconceived notion on my part when I went to the college that I had to have an assistant. I'm not an empire builder in that sense. However, from early on it became obvious that I was blessed with a Registrar who was probably the best idea man on campus, and it also became obvious very early on that we needed program development in two years that normally would take five or six. So we put those two chemical outlets together and this is what happened, it worked. There is also the added ingredient that Bob and I are professionally quite compatible. We fight like cats and dogs, disagree in public and all this, but we seem to be heading in the same direction. I think those things, plus really the bias of my own professional development when I started out as Assistant to the Dean, as well as Registrar, getting exposed to some things that I found terribly exciting, and at the same time relieving the Dean -- that's it.

C. I am not sure that I am proud to have the title "Assistant to." We have discussed this quite frequently, and what the deans have done is put us in our place by "Assistant to." We are directly under them as everyone knows, and I think historically we were strong as individuals.

C. We have seen at Cornell a great deal of effort going into systems work. It has consumed a large part of the Registrar's time. I am hopeful that when this system activity is completed that then the Registrar can go in and,

with the assistance of the new tool that he is developing, he can fill the void that we are talking about, that this will be a tool that will help him to fill this particular void. To answer your question, I am not sure just how one goes about drawing himself away from what consumes so much of the normal day. I just hope that the very pressures that enabled our Registrar to draw himself away to develop the system, will continue on once the system is compleeted so that he can use the same energy in filling the void that I think we all recognize.

C. I don't think that we are that much in variance with that. The question that I raise is that, since you are too busy doing all the things that you are supposed to be doing, should you really be doing some of those things? How many of those statistical reports that you turn out are actually used in decision making? If not, forget it. Going on to something that is more important Are you really sure that you need a county breakdown of enrollments? Are you really sure that everything you are doing is absolutely essential? That might be one approach. Another thing, take advantage of an overburdened dean. Convince the Dean that he or she is doing a pretty poor job of this or that and one way to alleviate that difficulty would be for you to step in and fill the void. When you are sufficiently ensconced in your new position, you can go to the President and ask for more staff. That is easier said than done. You have got to address yourself to priorities. Is what you are doing now the most important thing you could be doing? It seems to me that you are at the center of administration in terms of being versatile and knowledgeable, and the system is not taking advantage of you in the fullest extent. That is my simple message. I guess that what I am suggesting here is that technology might provide the opportunity for registrars to step into this void by further relieving them of certain pressures. I recognize too the need for a Czar or a Czarina of information systems, but I don't think we are that far apart.

A. I think that one of the avenues is also to pass the responsibility down. This pressure will pass responsibility down, and, in my case, it has. My secretary handles almost all the registration, grade reporting procedures, and I am free of many of these burdens. With the computer and with my secretary I am able to do more than "assistant to."

C. One of the things I have noticed happening in our own institution, which is a state institution of about 6,000 is that faculty members are promoted into administrative positions, for example; Academic Vice President, Associate Academic Vice Presidents and naturally the Deans of various divisions and the Assistant Deans of various divisions. It is these people with the respect of the faculty, with attendant degrees etc. who have become more involved in curriculum development etc. This is where the faculty and a great many of the administrators are looking for people with expertise in curriculum. In our institution, and I think in quite a few others too, I don't see a Registrar really becoming involved in a formal way. I think he sees developments, hears about them, makes people aware of them etc. but, as far as having expertise is allied health services, home nursing care, care for the aged, or whatever the terminology is -- he is far from having the expertise a faculty member in that department has. A great many of us don't have this expertise. We don't have the contacts. We don't have the necessary background to do curriculum development.

A. Just one point of clarification -- if I used the term development, I didn't mean to do it. I am talking about curriculum management. I believe I alluded to one of the demands placed on the Dean today as academic development. I continue to think that this is the most important function of the Dean. I believe that any college or university which stands still more than two years without program change ought not to exist. I do think that there is only one position currently in administration that can competently handle curriculum management and that is the Registrar, and that was my point, So I am sorry if I misled anyone.

Q. Are there any other reactions? If not thank you.

INNOVATIVE IDEAS AND TECHNIQUES IN ADMISSIONS

Moderator: Wayne Sigler, Assoc, Director of Admissions, University of Maryland, College Park, Maryland

Panelists: William F. Elliott, Director of Admissions, Carnegie-Mellow University Pittsburgh, Pennsylvania

John Radcliffe, Acting Director of Admissions, Harford Community College, Bel Air, Maryland

Jud Samon, Coordinator for Freshman Admissions, University of Maryland, College Park, Maryland

Recorder: Elizabeth G. Vermey, Director of Admissions, Bryn Mawr College, Bryn Mawr, Pennsylvania

William F. Elliott

Net Tuition Income

Undergraduate tuition income is an increasingly important part of the operating income of every college. It therefore becomes increasingly important to have a means of better monitoring this income source and providing for a more responsive management vehicle which will provide as much control as is necessary to insure the continued flow of the income dollar. The Net Tuition Concept provides an opportunity for the admissions and financial aid directors to be involved in the overall management process of the cash income to an institution of higher education.

The basis of any admissions process is a series of decisions made by both the prospective student and the college. Prospective student (or, in the case of some of the direct-mail recruiting practices, the college) initiate contact with the college. Inquires turn into applications; applications turn into accepted applicants; accepted applicants turn into paid deposits; and paid deposits turn into matriculated students. Throughout the entire process there is a constant filtering from one category to the next. The only decision held by the college is who is accepted. Admissions officers, alumni, faculty, coaches, colleges, and students spend a great amount of time "encour aging" prospective students to make the appropriate decision so as to enroll at a particular college. Students are certainly what education is all about, but the hard reality also faces colleges to practice financial responsibility. The Net Tuition Income Concept provides an opportunity for a college to use its financial aid funds to its maximum advantage in order to assist in the"encouragement" of a prospective student to select a particular college, while at the same time providing a comprehensive overview of the spendable cash generated from an entering freshman class. This same process can also be applied to upperclass students.

Simply express, the aggregate example on net tuition income is:

Tnet = (At - G) Y
Tnet = net tuition
A = total number of students accepted
T = tuition rate
G = Total gift aid awarded
Y = yield of freshman class

For a particular student, and the basis for the Net Tuition

Income Concept, the net tuition income is:

Tnet = (t - gi) yi
Tnet = net tuition
t = tuition rate
gi = individual gift aid financial award
yi = probability that student i matriculates

It has been proposed by Chapman that characteristics of yi are of a nature that:

yi = yi (Ni, gi, li, wi/di)
yi = probability that student i matriculates
Ni = total financial need of student i
gi = gift aid grant for student i
li = loan aid for student i
wi = work aid for student i
di = sector of demographic, academic, and SES variables for student i

The use of the Net Tuition Income Concept now requires the maximizing of Tnet, subject to whatever constraints must be imposed. The maximizing of Tnet is the result of maximizing yi, thus optimizing the use of gi and other financial aid resources.

By systematically optimizing the use of gift financial aid, the problem of over awarding or under-awarding is prevented, thus making more efficient use of financial aid funds.

This kind of procedure gives the admissions office a better predictor of what is forecast for May 1 (Candidates Reply Date) so as to affect the result of the admissions experiment while there is sufficient time to make systematic judgments.

John Radcliffe

Practical, Economical Ideas for Recruitment

At Harford Community College we do four different types of recruiting, that is we target four different groups: (1) high school students, both high performers and those with academic difficulties, (2) the adult population, (3) the younger, out-of-school population (high school graduates, dropouts, etc.), and (4) veterans. Of course we emphasize recruitment of minority group members and women across all the categories.

High school recruiting is done in three phases. First, I go to the schools to visit the counselors to make sure they have received catalogues, to reassure them that Harford will not become a four-year school, and to assure them that our credits are transferable to other institutions.

This preliminary trip smooths the way for my second and more important visit when I meet with students and present my slide show. The slide show, our primary recruiting tool in the schools, runs for 25 minutes and works on a dissolve unit which adds movement and humor. The show, which is updated each year in order to include a high percentage of freshman, costs only about $70, since I take the pictures myself. It is done from the students' perspective, includes very few adults, and is "balanced" in that about 50% of the students shown are women, some working in the science labs, and many students are from minorities. I try to use a current Harford work-study student who is a graduate of the school to help with the presentation and talk about his or her college experience. Work-study students also hang posters in teen-age hangouts through out the county.

Third, to supplement these activities, we send our Harford County Counselor's Newsletter to counselors each month. The Newsletter is designed to share professional information, to stimulate counselors to share information with me and other counselors, and to keep counselors thinking about Harford. I remind them, for example, that we have remedial programs for the academically deficient as well as challenging programs for the academically excellent.

I have designed simple, high impact, black and white, photographic 11" x 14" mini-posters for specific target groups which have been particularly successful with the adult population. For example, we have a hard-hat poster to show men that one can be both masculine and a student which we plan to hang in every bar and pool hall in the county. Another poster is designed specifically for the housewife, and another for veterans. The person in the poster is usually a member of the community and recognized by the people in the community, which brings the message home directly and personally.

My most successful experience in recruiting part-time adults was a week spent at Harford Mall, and the following week at our rainy Harford Bicentennial. I did this primarily for the publicity and thought I would end up talking with parents about their children. To my surprise I recruited people from all walks of life and substantially increased our number of adult part-time students. As a side benefit, I learned a lot about what the community wanted from their college, and as a result we have started a new non-credit review program for nurses.

For veteran recruitment I use lists of recently released veterans from the county's Employment Security Office. I send veterans a series of three letters to tell them about their V.A. Benefits and the College as well as a packet with an "X-Rated" brochure. Most responses have come from my blatant appeals to self-interest. For example, in help wanted ads in all our local newspapers I insert things like "Go to school and let the V.A. pay" or "The V.A. may owe you $7,920 or more: Use it or Lose it." I also had these ads printed on posters by our Ed Media Center, which was both inexpensive and effective. Our six veteran work-study students and members of the Veterans Club help in this recruitment effort by hanging signs and talking with their friends about going to school.

We also work with various veterans service programs such as the Education Center of Veterans Out-Reach on Aberdeen Proving Ground; the Prep Program, a pre-discharge program sponsored through the College, financed by the V.A., and held on post to help servicemen about to be released from active duty to get their high school diplomas and prepare them for college level work; and the Perry Point V.A. Hospital, through which we now have eighteen out-patients on the V.A.'s Vocational Rehabilitation Program.

Jud Samon

Personal Decision Program

For the past several years, the College Park campus of the University of Maryland has been experimenting with new methods for the evaluation and processing of freshman applicants. We believe the new methods, particularly our Personal Decision Program, have served our institution well. You, perhaps, can adapt some of these programs for your benefit.

For several reasons we found it desirable to depart from the more traditional mail procedures. In slightly more than a decade College Park had grown from a relatively small, rural institution into the third largest campus in the United States. To restrict and control the rapidly increasing enrollment. It was necessary to adopt a complex new admissions policy which included regression equations and a lottery or "deferred decision" category. Since the new formulas assigned varying weights to grade point averages, SAT scores and class rank and required a calculator to compute, high school guidance officers and students were mystified and confused. It had become im-

possible for the layman to realistically assess chances for admission.

Also the University was increasingly sensitive to the charge that the campus had grown so large that we had lost our interest in the individual student. Many of us believe that a large institution is not, by definition, cold and impersonal, and we particularly welcomed an opportunity to speak individually with candidates for admission, dispel some of their fears, and answer some of the questions they had about college in general and Maryland specifically.

With the cooperation of Joseph Monte, recently chosen as the President elect of the National Association of College Admissions Counselors and the College Coordinator for Albert Einstein High School in neighboring Montgomery County, the University arranged a pilot project. In mid-October of 1971 the University sent three admissions officers to the high school cafeteria, individually interviewed 88 interested students collected their application and fee, and gave them a decision on the spot. If the student was admissible, we gave him a letter of commitment from our campus. If he was not currently eligible, our counselor told him what further steps he might take to meet requirements. Although no Maryland resident was denied admission at these sessions, students were given a realistic assessment of their chances. If, after speaking with a counselor, a student wished to withdraw his application, he was allowed to do so with out charge. A carbon copy of our letter to the student was left with the guidance office.

The procedure was so simple and satisfactory at Einstein that the admissions Office decided to expand the service to other interested high schools in 1972. After clearing through their central boards, we contacted our twenty-five largest feeder schools to ask if they wished to participate. Significantly, all twenty-five accepted enthusiastically, the central administration of Montgomery County volunteered every school in their system, and several other schools asked to be included.

Unfortunately, because of time and staff constraints, we were unable to include all those who were interested in sponsoring a program. To make certain that every Maryland resident had access to this service if they wished it, however, we opened our campus on the two days in October when the public school system is closed for the state teacher's convention. Any student who wished to bring his application, his fee, and his academic records in a sealed envelope to College Park had an opportunty to speak with a counselor and receive a decision.

We had no idea what response we would have. Nine hundred and ninety six students took part in the campus program and almost 2300 participated in the individual programs in the high schools. Altogether, 3222 students took part in a program we call the Personal Decision Program for want of a better name.

Reactions from students and counselors required further modifications for this fall. This year we published a special set of directions for PDP participants and a schedule of the various programs. This information was inserted in each application packet sent to Maryland high schools. We also developed a special transcript envelope which has been very useful for those who still prefer to apply by mail. Maryland high schools have been very cooperative and for the most part, have allowed students to pick up their academic records in the envelope we provide and include them with their application. Not only has this cooperation helped resolve the clerical problems inherent when the two documents arrive separately, but the procedure has made it possible for us to speed up the evaluation process significantly.

This year, for the first time, we also set up regional centers throughout the state of Maryland. Because we value our rural representation and because we did not feel comfortable about forcing a large number of students to travel to College Park to receive a decision, the Admissions Office approached the county school boards to see if they would set up central sites where University representatives could process students from their jurisdiction. In each instance, local officials enthusiastically supported

the idea, and we scheduled eleven regional programs in addition to the two day program on the campus. Although attendance at these regional programs has been lighter than anticipated, we still feel that they have been very worthwhile. Because the program is uniqure and local residents appreciate our interest in their students, we have received reams of free publicity in the newspapers and on the radio.

Although we have not yet completed our schedule of Personal Decision Programs for this fall, our staff of four counselors have interviewed and processed 3454 students in Persoanl Decision Programs held prior to the Thanksgiving vacation. Since we still have three large programs before the December 1 cut-off date, we expect our totals for the year to exceed 3700 students.

The Personal Decision Program had its genesis in our concern about a complicated admissions policy and our need to be more accessibe to the student. We have found that it has many advantages:

(1) It appears that the retention rate is better among students with whom we have had personal contact. Although we have only nad a single year to evaluate the program on a large scale. it appears our retention rate from PDP participants is significantly higher than with those admitted through the mail process -- an important consideration in times of declining enrollments.

(2) Community support -- the University has found that local newspapers and radio stations are interested in our programs and given them wide publicity. With our share of negative headlines recently, it is therapeutic to get some good notices occasionally.

(3) There have been significant clerical savings for both high school counselors and the University.

(4) Morale has improved among all groups: the students are under less pressure because they receive decisions earlier. Counselors know where the students stand earlier and are relieved of considerable paper work. Admissions counselors are much more involved in their work now that they have increased contact with students; despite the grueling schedule from October 1 to December 1, they feel greater satisfaction at the end of a day's work than when they spent all their time at their desk evaluating applications that came in by mail.

THE FINANCIAL AID OFFICERS IN RELATIONS TO THE ADMISSIONS AND REGISTRARS OFFICE

Moderator: Joseph Sciame, Director of Financial Aid , St. John's University, Jamaica, New York

Panelists: Peter Berkel, Director of Admissions, Pace University, Pleasantville, New York

Richard P. Biondi, Director of Financial Aid
Iona College, New Rochelle, New York

P. Daniel Clancey, Registrar, Adephi University
Garden City, Long Island, New York

Recorder: Joseph McNally, Ass't Director of Admissions
Jersey City State College, Jersey City, New Jersey

Joseph McNally

Cooperation and coordination were the siamese-twin themes of the panelists' presentations, while the thrust of their remarks took two directions:

1. Cooperation between the Admissions and Financial Aid office is getting required information to the student applicant; and

2. Coordination of effort in maintaining and providing pertinent and timely student data between the Admissions and Registrar's offices on the one hand, and between the Registrar and Financial Aid offices on the other.

Increasingly, the Admissions office in the 1970's is feeling the pressure of filling the incoming class. Recent changes in policies and procedures have eased access to more and more colleges (at least from the academic perspective), but the financial concern has become a critical issue. The student must find the funds necessary to pay the rising cost of higher education, and the college must convert x number of applicants into enrolled students in order to survive!

The Admissions representative is the official emissary of the college. He or she must know their institution, its curricula, its student body, and its financial aid policies, in order to properly recruit and counsel prospective students and their families. Once the prospective student has applied to the college, coordination of effort between the Admissions and Financial Aid offices become imperative. The ideal situation would have the acceptance letter and the financial need award sheet go out in the same envelope. How much easier it would make the applicant's choice of a college if this was the situation.

Soon after the applicant accepts the college's offer, the process of registration begins. It is at this point that the registrar takes over from the Admissions Office and becomes the repository for information on the accepted and registered student, and now it is to the registrar that financial aid must go to verify grade and course information, attendance, credits and residency. For this is the specific student data needed by the Financial Aid Office to complete the myriad forms - government state, and institutional, required to justify, and account for all awards given by the college.

In conclusion, the panelists agreed that cooperation among the three offices was essential to:

1. Coordinate the college calendar (mutual agreement or deadlines, registration, etc.);

2. forcast their needs in relation to the college (number of students, amount of funds, classroom space, etc.);

3. share and disseminate information relevant to the offices on a regular basis.

CAREER INFORMATION COUNSELING AND THE ADMISSIONS PROCESS

Moderator: Kenneth M. Rofrano, Assistant Registrar, New York City Community College, Brooklyn New York

Panelists: Raymond Bechtel, Associate Professor, Manhattan College Graduate, School of Education, Riverdale, N.Y.

Charles Dundorf, Guidance Counselor, Paramus High School, Paramus, New Jersey

Sam Raffel, Publications Director, New York City Community College, Brooklyn, New York

Recorder: Harold Libson, Assistant Registrar, New York City Community College, Brooklyn, New York

Kenneth M. Rofrano

If we were to briefly characterize a central responsibility of Admissions' Officers, it would be to develop an innovative and meaningful communication with prospective students.

N.Y.C.C.C. in finding a framework to build a Communications Program on, has chosen what we call, "the Career Information Approach." While it is common practice for Admissions Officers to be involved with some degree of career explanation, we have chosen to place our major emphasis on career exploration and explanation, as the foundation of our communication matrix with students.

We feel that at this point in time, high school students are more interested in exploring career opportunities rather than a discussion on "Campus Life." We therefore feel the most meaningful way to attract new students is by highlighting the nature of careers. Just what is the "Career Information Approach"?

Simply it is a sincere effort to help students. It means a reorientation of our thinking about approaches to new students. It means placing a great deal of effort, resources, and energy into developing a genuine "Career Information Program." Extreme care must be taken so that both students and counselors feel that you are providing career information, be it print or an A.V. presentation, rather than a white wash of past recruitment materials.

The cornerstone to this approach is cooperation of all the departments in your college. This approach should be initiated by the Admissions Office. Its total development comes only after both the support and enthusiasm of the whole college is extended.

An example of this is a series of A.V. presentations on Allied Health. This series of 7 filmstrips was produced by our Allied Health Center with Federal Funds. These were funds that only a health Educator could have received.

Cooperation also means the volunteer help of faculty. We run a series of Career Workshops to high school counselors. These work-shops are the result of faculty members volunteering their services for these work-shops. Cooperation is a publication and printing department that can design and produce print materials. Last year we dispensed over 150,000 career fact sheets in addition to 25,000 catalogs, newsletters, announcements and booklets. This type of distribution is the result of cooperation of all offices and department of the college.

Our program is different than a regular College Recruitment Program. When we request an appointment with a high school, it is to talk about Career Opportunities that are available at our college. This is not merely a difference in words, it is totally

different approach to students.

Some of the major activities we engage in are:

a. Career Talks at High Schools
b. High School Counselor Career Workshops
c. Student Career Workshops
d. An extensive loan program of A. V. materials and equipment
e. Monthly Career-Admissions Newsletter
f Acquistion of Career Information
g. Analysis of Information Use
h. Writing and Editing
i. Terminology Control in Career Information Uses

It is worth it? Does this approach work? Yes! We have students that recognize the fact that we have provided them with assistance. Counselors invite us to perform Career Information Programs at their high schools and are not fearful that our only goal is to come in with 'hard sell!

Dr. Robert Seckendorf, N. Y. State Assistant Commissioner of Education stated, that a central objective of education in the Empire State is to make each student occupationally literate. We accept this not only as a challenge but as a welcomed opportunity to help students explore careers that might have otherwise never be heard of, let alone considered for themselves. The relationships that start with dispensing career information to high school students usually result in interested, enthusiastic and knowledgable college freshmen.

Much is being said by students and counselors about the negative effects of some college recruitment programs. The fall issue of the College Boards Magazine touched on this topic. I feel that the question of negative effects of some college recruitment programs will be a central issue of the future meetings of Admissions Officers.

We feel that the 'Career Information Approach' is an ethical, service oriented approach that produces better results for the college than some of the recruitment methods now in use. We therefore suggest and invite colleges to review this approach as an alternative to some of the current overly commercialized recruitment techniques now in use.

Dr. Raymond F. Bechtel

Career Education-Now and Ever

Career Education and Accountability are the two "IN" words in educational circles and the media today. At this 43rd annual meeting of the Middle States Association of Collegiate Registrars and Officers of Admission the theme is "Humanizing the Educative Process." One method to make education more relevant and humanizing is an emphasis upon career education. The title of our discussion today is titled "Career Information Counseling and the Admissions Process."

The industrial revolution at the middle of the 19th century was the beginning of a change or revolution in education. Occupations were passed on from family to family before this time as evidenced by such names as Carpenter, Mason, Shoemaker, etc. Starting in about 1850 adolescents began the process of moving from the family structure into a competitive world of work.

I think we have all read of the growth of education and labor during the end of the 19th century with its turmoil through to the first world war. The impetus from this was encouraged individuals in the 1920's to complete their high school education. Jobs were becoming competitive and based upon a high school diploma. Laws on compulsory attendance had been introduced. What did this Mean? Many students who formerly did not wish to attend school were compelled to do so.

Then in the thirties (1930's) competition over jobs rose again. Many people had a high school diploma. The impetus of GI educational benefits from World War II moved us into another era. This was a belief that a college education was necessary for all This is still evident today although only about 12 to 15% of all occupations require a four year college degree.

We can trace through the fourties and fifties and part of the sixties a trend in education where emphasis was placed upon personal adjustment. Students were encouraged to be more independent and think for themselves. This has led us to the present where there is no longer a thirst for knowledge as in the past. Subjects which do appear to be relevant to students are challenged as to their usefullness. Thus another need for career education.

Education is being criticized for not turning out qualified workers with maximum reading, math and other levels of proficiency. I for one am not sure that there is a need for such a utopian approach to careers.

There are other segments of society which have failed to assist education and thus have failed themselves. These being the state, family, the church, business, industry, and unions. The latter three have used our products at no expense to them yet they continue to criticize vocally the educational process. I think the blame for such problems should be shouldered by all concerned and not placed on education alone.

Career education is not new. This has always been the philosophy of those in the guidance movement, but we have not been powerful or influential enough to convince teachers and the administration of such a need. We have always believed that it is necessary for a child to grow in knowledge of themselves and occupations in the same manner as they learn academic subjects. In the last fifty years state departments have been issuing syllabi with little mention of occupational need. In guidance and psychology this field was named career development. The same objectives as being offered today for career education was offered in the past for career development. The absence of counselors in the elementary schools has meant that a child had no contact with a person learned in this field of occupations, outside of a few interviews on the secondary school level. The change to career education stresses the responsibility of the subject teachers in the school system and not a guidance counselor alone. Career education must be included as part of all disciplines with the need for greater interdisciplinary mergers.

Career education has received its greatest boost from such men as Sydney Marland, former U.S. commissioner of education and his successor, John Ottina. The President and congress appear to be backing this new impetus and willing to appropriate support for pilot programs. The reasons why career education may be a concept whose time has come is that it has emerged at the moment when dissatisfaction with educational practice and outcomes are at a peack and the fact that career education promises to attack and improve the apparent sources of dissatisfaction.

What is career education or how may it be defined? Career education denotes the total effort by educational agencies and communities in presenting organized career orientated activities and experiences to all persons from nursery schools through adult hood and orients the entire education plan into one unified career based system. Our emphasis in education must change from the subject oriented to emphasis upon the child learning his own potential. This is a change from INPUT to children to the desirable OUTPUT or PRODUCT of educated children. The final product is more important than all minor insignificant data often learned in the academic process.

So all of us are involved in this new phase of education-Registrars, admission officers, parents, administrators, guidance personnel, and others. With cooperation we may have something worthwhile.

My philosophy for career information counseling revolves around the following points:

a. Students and counselors must have total knowledge of the counselee. That is knowledge of the complex self concept involving personality with a knowledge of strengths and weaknesses.

b. Occupational self concept-full information on clusters of occupations, job trends and possiblity of job entry.

c. Ability to reason rationally. Even with the first two objectives a and b accomplished, we often do not have a career decision. Thus the need for the third point.

Therefore, I would like to concentrate all my suggestions around knowledge of self, knowledge of occupations, and ability to reason rationally. The suggestions will be made with little elaboration so that we may have time later to discuss them. In making suggestion I feel right at home as my experiences include 21 years as a counselor at the secondary school level and the last seven as a counselor educators, so I do appreciate the problems you and all of us are facing.

Suggestions:

A. Emphasis should be placed more on accepting students than rejecting them. I do not mean to lower standards as such, but place stress upon what the college offers careerwise with its different programs, and recognize that students can start on a lower level and work to a potential.

B. Colleges must revise their curriculum to fit these modern needs. Here colleges must determine what they wish to accomplish by any of their majors. Again Careerwise. This would be establishing objectives to be obtained plus a list of career competencies emanating from a course.

C. Each syllabus must have built into it a section on occupations related to the discipline taught.

D. Units on decision making must be included within each course of study.

E. In the liberal arts curriculum students should be encouraged to minor in an occupational oriented subject. Thus if a student majors in English he should minor in advertising, editing, real estate, etc. The minor will indicate the usefullness of the major.

F. You now have tutorial programs for many students. This handles deficiencies for entering and present students. This is good. But there is a need for a career advisor or occupational information consultant who will work in a similar way with students, and indicate how the major may be employed towards a job or the future.

G. There should be an occupational forecasting analyst in all colleges or at least one shared by a few schools. His job would be as an ongoing liaison with business, industry, unions, and government to amass the best and latest information as to the future of specific occupations.

H. Since career education centers around jobs, there is need of a placement specialist. The latest means of obtaining jobs for students must be utlized. The following questions should be answered: What are the jobs? Where are the jobs? When are the jobs available? At Manhattan College we have been trying to convince students to enter our teacher preparation program by indicating that teaching jobs will be open for them if they complete the preparation outlined. This program is now based upon development of competencies as in our new guidance and counseling program. We believe that a well prepared and competent teacher will obtain a position especially in the school where practice teaching was taken. Our study indicates that 90% of our teacher graduates are

still in education.

I. Need of intensive follow-up of student graduates as to their employment pattern to see if all courses are pragmatic.

J. Encourage the librarians to be an integral part of the development of occupational units within each discipline.

K. There is a need for a return to the "hands on" activities of years ago.

L. The use of occupational clusters and job opportunities should be outlined for the students. They should recognize how certain occupations cut across all of the clusters. Each college can indicate what occupations it feels it is preparing its graduate or students.

M. If career education is to be followed it may be necessary for all the states to issue vouchers or some method where the student will not be obligated to use their scholarship or scholar incentive or other monetary awards at the ages of 18-22 but will have an opportunity to use it at any period of their life when the need arises.

N. More counselors are needed on the secondary school level. This would ease the burden of many of you in your work.

O. One last suggestion and very adoptable-
In the section of careers great emphasis has always been placed upon such factors as knowledge of personal interests and aptitudes in determining a future occupation. This has carried over until today and are very useful in counseling. One of my disappointments is the lack of valid tests of aptitude in particular job areas. Unions, business and industries need to cooperate with education to develop valid and reliable tests.

Nevertheless something new has been added lately and that is work values. These are values which are extrinsic as well as intrinsic in work. These include such as altruism, creativity, intellectual stimulation, independence, achievement, prestige, management, economic returns, security, variety, way of life, risk, etc. We are developing inventories to measure the work values of each of us. Students now choose occupations and place stress on their choice of jobs upon work values. I suppose this may be good in so far that after looking into themselves and occupations they have or can obtain additional information for themselves from work value inventories. Therefore, I see the need of colleges to emphasize work values in their courses-that is career wise.

The other day I read a report from the Pennsylvania State University Center for Youth Studies: "Many (graduates) feel they have not been provided with the kind of work they seek. Most have received little, if any, hard data about the job market avenues they might have to pursue, given a situation in which they were unable to find work in their fields".

I do hope that all of us can do our share to provide the necessary assistance such graduates may need.

Charles Dundorf

One of my functions on this panel is to present a picture representative of a "typical" suburban high school and what we do or don't do relative to career education.

Paramus is a town in Bergen County, New Jersey approximately 7 miles from the George Washington Bridge.

It is a virtually all white, middle class town of approximately 30,000. Paramus

High School is a 3 year comprehensive school.

In the past 5 years about 48% of the students went on to 4 year colleges and 17% have gone on to two year colleges and other post-high school forms of education.

This percentage entering the 2 yr. college has been rising steadily since Bergen Community College opened in Paramus approximately 5 years ago.

I believe the sub-title of this conference - "Education-For Being or Doing" is very germane and interrelated to the theme of the panel: "Career Information Counseling and the Admissions Process".

If we are to agree on the premise that education is for being and/or doing, career information counseling must be part of the admissions process.

Last spring I attended a conference for counselors which was hosted by Susquehanna University. The conferences was designed to indicate career possibilities for specific liberal arts majors. A study was made over a period of years to indicate what careers graduates of Susquehanna entered. This was the first attempt I have experienced to associate career information and admissions other than the Coop Schools such as Northeastern and 2 year community colleges.

I have experienced a trend toward work programs by many liberal arts colleges - an indication of an awareness to associate a real practical function with the collegiate experience.

Paramus High School has two programs which attempt to give experience in career preparation and exploration of careers.

The first program gives students, mainly seniors, an opportunity to earn graduation credit and work 3 hours per day. This work program is fairly common. The students are paid and theoretically are employed in jobs they plan to enter upon graduation or would like to explore.

The second program is referred to as the "triple E" program or Extended Educational Experience. This program is more unique than the first one discussed.

Any high school student whose schedule permits may become active in the EEE program.

He will volunteer -- no graduation credit or pay - his time for 1 or more days per week. The length of time may be 2 weeks or all year. The purpose of the program is to permit student to give community service as well as explore careers on a first hand basis. Let me list some areas which students have been involved in.

1. Working with the borough administrator to view town government.
2. Tutoring at all levels in the local schools.
3. Assisting in the data processing center in our school.
4. Advanced students in say, art or music took courses in specialized schools.
5. Pre-nursing students working in hospitals.

This is briefly Paramus High's attempt to promote career education.

Samuel T. Raffel

1. A few years ago the College found that in order to increase its effectiveness to both In-House and Prospective Students, it was necessary to create an On-Campus department to prepare its publications.

2. The Publications Department designs, typesets and prepares camera-ready artwork for all printed material used by the college. This materials consists of:

1. College Catalog, published each Spring, which contains 380 pages and is still growing.

2. All Handbooks - Student, Staff and Faculty

3. Recruitment and Career Counseling Brochures and Booklets, ranging in size and complecity from multiple pages with folds and insert cards to single sheet one color flyers.

4. The design, analyses and implementation of all forms, ranging from Multiple Part Registration Forms to Input and Output Forms for the Computer

3. Equipment - The Publications Department is equipped with two (2) IBM MT/ST Model IV typesetting systems (Magnetic Tape Selectric Typewriters) and one (1) IBM MT/SC (Magnetic Tape Selectric Composer), which we rent from IBM.

A. The MT/ST Model IV's are Input and Update machines and are equipped with a 2-station magnetic tape deck with transfer and merge capabilities

The operators of these machines type and record automatically onto magnetic tapes all of the copy from the original manuscript including a Program previously established by a Layout Artist and Designer. This program is recorded on the magnetic tape and will later tell the output machine how wide to set the copy, the amount of leading between lines, and what typeface is to be used.

Should an error occur in typing or if a change is required after the first proofreading, it is a relatively easy operation to update and correct. The operator need only replay the tape to the position where the change or error occurred and merely re-type the correct information.

If the correction is sizeable, like the insertion of an entire sentence, paragraph or page, the operator will then transfer all of the information from the original tape to a duplicate tape up to the point where the change takes place, then type the new information on the duplicate tape, and then proceed to transfer the remainder of the correct copy to the duplicate tape. Once all the corrections are completed, the duplicate tape then becomes the corrected original and is used for the playout of the final copy.

B. The MT/SC or Composer is the "Output" machine. After the original copy is recorded or "Input" on the MT/ST's the tapes are then fed into the Composer. This is where the Program previously established by the Layout Artist is interpreted into the actual typesetting.

This outout copy is then proofread for a final time and if correct, is then pasted up by an Artist in the actual position, ready for the printer to photograph and print.

The number of proofreadings given a particular job will vary from institution to institution and from job to job, depending on both the people involved and the complexity of the material being produced. Just one example would be our College Catalog. This publication is proofread twice by each Department Chairman, checked once by the Office of the Dean of Faculty and Four times by the Publications Department prior to its being sent to the printer, and then once again by the Publications Department when the printer submits his proofs.

The College has found that this In-House method of preparing publication has enabled it to save money and thereby increase it effectiveness to its students.

NEEDS ANALYSIS AN UNDERSTANDING FOR ALL

Moderator: Sister Mary Elizabeth, Director of Admissions, Caldwell College for Women, Caldwell, New Jersey

Panelists: Donald H. Schaeffer, Assistant Regional Director Eastern Region Act, King of Prussia, Pennsylvania

Alexander G. Sidar, Jr., Director, College Scholarship Service, New York, New York

Recorder: Ernest R. Chadderton, Director of Admissions Waynesburg College, Waynesburg, Pennsylvania

Alexander G. Sidar, Jr.

The Assumptions of Financial Need Analysis

Any system that analyzes financial need must deal objectively with the facts of family financial circumstances. It must accept the applicant and his family in their present financial condition. Distinctions cannot be made on the basis of family life styles of the spendthrift or the frugal.

The aim of an objective system of financial need analysis and the professional administrator is to treat all families equitably. Different family situations must be recognized to the greatest extent possible. Expenses and expenditures that are not a matter of family choice should be identified. Examples of these are unusual medical expenses and other obligatory expenditures, such as the payment of taxes, support for aged relatives, and emergency home repairs. Expected contributions will vary from families with differing circumstances not within their control.

However, it should not provide for adjustments in estimates of financial strength because of differences which result from family choice or desire. As an example, the family that owes a large debt on a new automobile is treated the same as a family that owns a fully paid for, older model. The new automobile reflects family choice, and the incurred obligation is not deducted in the estimate of ability to pay for college.

In addition to these general statements, the CSS system of financial need analysis is based on the following specific assumptions.

1. Parents have an obligation to pay for the education of their children to the extent that they are able to do so.

2. Parents are expected to continue to provide, as well as they are able, the basic essentials of life whether the student lives at home or at the school. These essentials include meals, room, clothing, and medical care. If their means permit contributions beyond the essentials, they are expected to assist in the payment of tuition and other direct educational expenses.

3. A family's income is the primary source of support for post sec education, but its accumulated assets must also be considered. Income and assets, combined, produce the most complete index of a family's financial strength and therefore its ability to pay.

4. In determining a family's ability to pay the computation system must consider the size of the family and the extraordinary expenses that the family may have

5. The computation system must also consider special family circumstances such as age of the parents; provisions for retirement; separation, divorce, or widowhood; and the working mother. These factors alter a family's financial

strength.

6. The computation system must assume that the student has an obligation to assume a responsibility for a portion of the cost of his education. This obligation is reflected through a systematic expectation of contributions from a student's own savings and employment income.

Although objective data are the basis for systematic need analysis, the resulting expected contribution should not be considered to be a precisely accurate recommendation. Complexities in individual family financial circumstances and differences in attitudes toward education will sometimes require the professional aid officer make adjustments in order to determine the appropriate contribution from a specific family. The undergirding economic rational for the system is reviewed annually for updating by economists and aid administrators.

The purpose of need analysis system are:

1. To provide a system that permits different institutions to treat common aid applicants equitably by evaluating need through use of the same criteria and rationale.

2. To enable institutions to make equitable aid awards to students on the basis of the student's need as determined in relationship to the total cost at the institution.

3. To permit student applicants to choose schools appropriate to the student's need (academic and social suitability) rather than on the basis of the largest institutional offer of aid.

4. To enable schools and colleges to expand the use of their limited aid funds and to distribute these in the wisest manner possible to help the greatest number of students.

5. To require but one document to be submitted by parents and to have this document distributed to all institutions named by the student, thereby eliminating the need for parents to complete a different form for each school.

At the onset of central need analysis, the system was used primarily for the distribution of institutional funds because of the limited amount of non-institutional monies available for student aid. Need analysis has now grown in acceptance and is of greater importance since the inception of large federal and state aid programs. Accountability for the distribution.

Summary

Both Donald Shaefer and Alexander Sidar agreed that the aid programs have changed so much from 1958 to 1965 to now. The forms that must be completed by aid officers are becoming overburdening. As opposed to the title of our panel, there is no understanding for all anymore.

The federal government is beginning to put much pressure on both CSS and ACT to establish like programs and "get together." In fact, the federal government is beginning to establish its own needs system and the two agencies are concerned.

College financial aid officers must begin to use the CSS and ACT programs available to them. The use of computers should be considered by all colleges. Perhaps two or more smaller colleges could take advantage of a computer to lessen the cost. Computers do not have to be impersonal.

The student from a middle income family is really the one being "squeezed" today.

Hard work by a family today does not necessarily help to pay for a college education. Too many people are trying to beat the system today; they want aid even though they are actually capable of paying. There is great concern for the family that saves their money for college and is required to pay; conversely, the family down the street does not save and, consequently, is in a position to receive aid.

The question is "How much sacrifice does the family want to make?" rather than "How much can they pay?"

The federal government must do something to help the middle income family pay for a college education.

Another problem has been the cost of living diference according to the region one lives in. CSS does have a chart to help aid officers determine the expenses in different areas of the country.

Unfortunately, another problem we are facing is political pressure. The institutions with more connections will receive more aid from the state and federal governments.

Some of the questions and points raised after the presentation:

What do aid officers say to parents who have made investments in federal and state program through taxes and now are not receiving dividends because they are making too much to qualify for aid.

Parents can actually afford to pay more than they are paying. They just do not want to invest as much in education. Why aren't CSS and ACT pushing across this thought?

Why don't the two aid agencies prove that the low income community colleges do not serve the low income community as much as the middle income community? There are currently some congressional meetings concerning this question. However, many spectators from education are finding that our political leaders know very little about the middle income plight concerning education.

Does the CSS and ACT take into consideration the families who save their money and, consequently, show no need? Why do they have to suffer when the family across the street has the same income but spends their money on boats summer cottages, etc., and shows a need when applying.

Unfortunately, both agencies respond that they certainly had sympathy for these people but they could not objectively allow this to enter the picture.

Mr. Sidar indicated that the plight of the middle income family is not due to need analysis. The main problem is the rise of costs from 1958 (133% in private education) and, over one billion dollars is available in grants for college students. However, most of these grants are directed to the low income level family.

Another problem in regards to the middle income family is definition. What constitutes a middle income family? In 1965, the figure used was $15,000 and today, that figure is still being used. The figure should now be $20,000. In other words, if you make less than $20,000 you would be eligible for much of the low income monies.

RECOMMENDED SCHOOL COLLEGE 2-YEAR - 4-YEAR ARTICULATION

Moderator: Harry Woods, Director of Admissions
Siena College, Loudonville, New York

Panelists: J. Harrison Morson, Dean of Students,
Union College, Cranford, New Jersey

Panelists: Lester B. Speiser, Principal
Bayside High School, Bayside, New York

Patricia L. Young, Admissions Counselor
Capitol Campus, Penn State, Middletown, Pennsylvania

Recorder: Jagdish Singh, Director of Admissions and Registrar
University of Maryland - Eastern Shore, Princess Anne, Md.

J. Harrison Morson

This paper shares with you some of the experiences and recommendations we have had in our attempts to improve transfer opportunities for our graduates.

Growth of the Community College Concept:

Over the past eight years, our Middle States Region has experienced new dimensions in the concept that the Community College has indeed become the 13th and 14th grade level of educational opportunity for many high school students. We have also witnessed the open invitation to many adults who had not been able to complete their high school education; had postponed pursuit of a higher education or had to consider a change in career goal due to the job market.

The low tuition costs, the convenience of scheduling classes around employment needs - the majority of our students work part-time, full-time or are attending under restricted financial aid type programs - the convenience of location, the smaller classes, the more personalized instruction, are a few of the more influential factors supporting the growth of the Community College. True, many of those enrolled are pursuing terminal programs with anticipated employment at the conclusion of their two years of study or before. Those seeking an Associate Arts degree, however, represent a significant segment of our population.

A. Curriculum Patterns:

Although developing a varied curriculum is a high priority, Community Colleges currently have not become quite as non-traditional within their transfer program offering as is evident in many of our high schools. However, we are rapidly moving in this direction. After all, our population reflects in microcosm that of the local school districts and the adult community. More and more attention is being given to developmental programs for those seeking enrollment who have recognized educational or learning deficiencies and/or limitations. All this is an attempt to incorporate a "humanistic approach" to our educational enterprise.

B. Four-Year College Admissions Officers:

Admissions counselors at the 4-year college level should consider themselves at a definite advantage when considering an application from the Community College graduate. Transcripts will indicate areas of proven ability at the college level of work for the past two years. (This may even apply for the student who attempts to transfer before earning degree status - course work completed being separately evaluated). Of course this statement may not hold true for many of the highly selective 4-year colleges and universities, especially those of a private or independent nature. Such lofty positions may change if the freshman application market level continues to decline over the next few years.

On the other hand, most State, public 4-year institutions have alread formulated, in some cases "automatic" transfer agreements with their two-year colleagues. (More about this practice later).

Two-Year - Four Year Articulation Recommendations:

Readers are encouraged to study the "Recommended School/College Articulation Practice"' published in January, 1973, by the School and College Relations Committee of Middle States Association. To be studied also is the "Coninuity and Discontinuity of Higher Education and the Schools." Comparative findings and recommendations were published by the Carnegie Commission on Higher Education in August, 1973.

B. Financial Aid For The Transfer:

"Can We Aid the Transfer Student" is an article in the September, 1973 publication of the Financial Aid Report, by Raymond J. Brienza. "Yes" is his response and he cites what can be done.

"Although much emphasis has been placed on the two-year college transfer student, there is no reason why many of the suggestions, such as the later application deadline, cannot be implemented for all transfer."

Conclusion:

In conclusion, as Admission Officers, we should be aware of the growth of the community college concept, the various curriculum patterns and the two-four year articulation procedures. We should also be committed to the principles of good practices as cited in the canons of the National Association of College Admission Counselors.

Lester B. Speiser

This paper shares with you some of the "Changing Attitudes of Students Towards Junior Colleges."

Approximately 30% of the nation's 9 million college students attend junior colleges.

Of the 2700 colleges 1100 of these are junior colleges. The projection of the next five years is that 50% of all students will be in junior colleges.

There has been a change of parent attitudes towards the junior colleges. College advisors of the upper middle class high schools report that there is greater acceptance. There has also been positive feedback from graduates that come back to talk with high school advisors.

Junior colleges have become more acceptable and popular as these factor have been proven and publicized.

In the area of cost, Junior colleges have several things going for them. The cost of instruction is lower. Students can usually live at home, thus saving room, board and travel cost. Parents concerned about the quality of campus life in four year institutions may prefer to send their children to a community college. Admissions policies to junior colleges are broader, often giving students an opportunity to prove themselves in college work who would not otherwise have had an opportunity. The academic pressure in junior colleges is lower than in four-year institutions and remedial help more available. Junior colleges are more career oriented, providing more direct and clearly defined career opportunities to their students. At the same time far from precluding students from further higher education, they allow two years for students to decide what they want from a four-year college education.

The two-year college is treated as a "port of entry" into four year colleges for minority students. Seventy per-cent of Black students in this country either are in all Black colleges or junior colleges.

There is increased mobility of today's college student: drop-in's and drop-out's. Three million ofthe nation's six and one-half million undergraduates are transfer students.

One-fourth of the students awarded baccalaureate degrees this past June had not been four-year students of the college that gave them the degree.

The world of work has been an influencing factor also. Four-fifths of the nation's workers hold jobs requiring complex technology. There is increased dichotomy between the four year degree and becoming employable, and the political thrust toward greater equality of opportunity.

Another reason is the basic questioning of the traditional four-year curriculum. One concept, is that of the comprehensive high school transferred to post high school programs.

Patricia L. Young

While preparing for this discussion I tried to keep the theme of the annual meeting - "Humanizing the Educative Process" and tried to apply it to the transfer process and the transfer student.

I have jotted down some statements about observations made during my experiences as an Admissions Counselor at the upper division college of the Pennsylvania State University and also as a former transfer counselor at a Pennsylvania Community College.

While at the community college, I always wondered if we couldn't be doing more to provide some incentive about, continuing his education, to the good student who did not transfer.

The role of the transfer counselor and/or faculty advisor is a big one as regards stimulating further interest in education.

Career counseling and transfer counseling are inseparable. Transfer must always be there as a possibility.

The need for counseling was great when the community college movement began. There is an even greater need now as everything has become even more complex, just take for instance financial aid or financial counseling.

Transfer counseling is an on-going process; many students do not instinctively decide to transfer.

Transfer officers at 2-year colleges mustmake an effort to not only do PR (public relations) but get to know all about the academic requirements at various 4-year colleges.

Even though the student has a much easier time transfering today, the 4-year representatives and 2-year transfer people should try to facilitate a good match between student and college.

Some statistics regarding this:

400,000 students switch colleges every year. Nearly ½ of all students who begin as freshman never graduate.

Relating the above statistics to "humanizing" - student and college would probably both benefit from more stability there. We should try to help the student make his second college choice his last one.

Economics are an increasingly larger factor in transfer - both 2-year and 4-year representatives must keep abreast of how to help a student prepare for the increase in

costs, expecially from a community college.

The receiving institutions should have a great interest in what is happening at the 2-year colleges - there is now a great deal more focus on the "career" students and programs at the Pennsylvania community colleges for instance. Staffing at the 2-year colleges can have tremendous impact on transfer.

One of a student's biggest frustrations is poor academic advisement. We in Admissions can promise the moon if he transfers, but if he gets poor academic advice, our institution has lost ground.

We need to stop turning our back on academic advisement!!!

For those registrars here - the 1st registration for a transfer student usually begins the process of "transfer shock", so preparation for registration is also a must for the transfer student.

One of the problems arising in discussing articulation is that no two colleges are alike nor should they be. To discuss articulation and plot out some definite patterns for all is not feasible, but it must be an ever present part of development and planning on your respective campuses.

We have got to be honest about our advertising - i.e., campus life, size of classes, actual degrees offered, etc.

Lastly, I would like to pose that if we can continue to think of ourselves as counselors and educators and not recruitors, we may just bring more "humanization" to the transfer process.

RECOMMENDATIONS - RANK IN CLASS WHO NEEDS THEM?

Moderator: John Davies, Director of Admissions
Glassboro State College, Glassboro, New Jersey

Panelists: Sister Angela Dolores, Director of Admissions
Mount Saint Vincent College, Riverdale, New York

Thomas Eglin, Director of Guidance
Laurenceville Prep, Laurenceville, New Jersey

Robert W. Turner, Associate Registrar
Anne Arundel Community College, Arnold, Maryland

Recorder: Kathleen M. Kearney, Admissions Counselor
College of Mt. St. Vincent
New York, New York

Sister Angela Dolores

In order to understand my approach to the topic of this panel, I think some background material is necessary. The College of Mount St. Vincent awarded its first baccalureate degrees in 1913, and since that time more than five thousand degrees have been conferred upon its young women. The current College enrollment is over a thousand, and approximately 224 degrees are awarded annually.

In February 1964, the College initiated a program on an inter-institutional basis with nearby Manhattan College for men. At the moment, the number of student cross-registration averages 2200 each semester. The success of this cooperative program influenced Mount S. Vincent's decision to admit men into its own programs in September 1974.

To help in the selection of entering students, we maintain an Admissions Committee composed of the Registrar, several faculty members, and our Admissions Counselors. As Director of Admissions, I act as chairman. To this Committee are brought the credentials of prospective students about whom there is question. The Director of Admissions is empowered to accept or reject students whose records are outside the realm of doubt.

Rank-In-Class

At the college of Mount St. Vincent, rank-in-class is asked for and used. In examining any high school transcript, I find myself looking at the rank first in order to get an immediate sense of where the student is at. However, we determine our own averages for each candidate. Rank is considered to be a good criterion in predicting future success for the student involved. The combination used in determining entrance to the College is the following in the order given: high school record, rank-in-class recommendations given by high school personnel and, finally, SAT scores; yet, we do maintain a flexible use of rank-in-class in the admissions process.

Most of the high schools with which we work do submit rank-in-class for their students. However, there are a few high schools where it has been the practice not to rank students, although they do have grades, because the school considers it inapplicable - they enter only extremely bright students, the scholastic and grading standards are very high, and the curriculum is very demanding. But they will give the rank information to the colleges if it is needed for research purposes. On the other hand, there are schools that give no rank but do present a statement on policy. With P/F subjects they give course evaluations and very detailed recommendations with a promise of additonal help if needed.

With regard to studies done on Pass/Fail courses and the effect on College Admissions (NACAC Journal, Vol. 14, No. 2, 1969),it was found in one study that most (93%) colleges surveyed considered class rank to be of major importance in their selection of applicants for admission. In further questions on P/F courses versus difficulty in admissions decisions, it was reported that as the number of P/F courses taken on a high school level increased, the number of colleges indicating more difficulty in ascertaining academic quality increased. Further, many of the colleges in the study pointed out the necessity of leaning very heavily, (more so than was desirable), on standardized test scores if grade evaluations were to give way to the P/F system.

In this month's "The Chronicle of High Education" (11/12/73, Vol. VIII, No.8), information under Campus Notes reveals that 75% of the colleges and universities in the United States would admit students without grades or rank, 5% said grades and rank were necessary, 9% said they were not necessary but strongly preferred and 9% had no policy in this area.

The College of Mount St. Vincent would have been found in that section which maintained that grades and rank were not absolutely necessary but strongly preferred. We will use whatever the high school gives us, whether traditional or not, in order to make fair decisions in admissions. We will cooperate so that students will not suffer.

Recommendations

After getting an idea of a student's academic potential (via study of rank, courses taken, and high school record), I read the Counselor's recommendation. If there is a recommendation given on the reverse side of the transcript which coincides favorably with my impression of the student so far, I get a very clear picture from all angles. In the instances where I have to read between the lines, a recommendation would certainly help. A well-worded explanation for a Physical Education major telling about her abilities in that field could possibly point to her admission to the college. There have even been rare instances in my experience where a decision of acceptance or rejection rested completely on the Counselor recommendation.

In New York State, the guidelines set down by the State Education Department at Albany demand a letter of recommendation from the Guidance Counselor and/or Principal, and, also, at least one recommendation or a teacher of an academic subject who can estimate the student's chance of success in coming to the College on the basis of Early Admissions. If these letters of recommendation are missing, they must be secured before a decision can be made.

In a recent questionnaire (National ACAC Journal, Vol. 17, No. 2, Aug. '72) sent to a select number of colleges, the following items were considered to be Very Important or Important as compared to Not Essential and Not Considered by 85% or more of them:

Secondary School Record	98%
Specific Units in Preparation	96%
Secondary School Grade Average	88%
Recommendation	86%

Normally, in considering any criterion used for admission into Mount St. Vincent, it is a combination of these, not any single one that is importnat. In the case of recommendations, they are welcome, necessary in come instances, but a flexible use is maintained. No student would oe rejected because of an inadequate comment or a missing recommendation. An inquiry would be made, but our judgment would prevail.

Thomas Eglin

I'm here to speak in favor of recommendations and rank-in-class. I hope we don't end up deciding that recommendations are not needed since it would be rather depressing to discover that the countless hours I've spent writing them over the past twelve years could have been spent on something else. On the other hand, it would be rather pleasant to take those hundreds of recommendation forms, toss them in the circular file

and head South during the Christmas vacation.

It does seem to me that there is a value in trying to write down what a student has demonstrated during his high school years. It seems also that college admissions officers should be able to get an appraisal of the candidate's strengths and weaknesses with an emphasis on the former but not a complete white washing of the latter. Hopefully the statement would contain information that would be of value to an advisor in college as well as the admissions office. In addition to describing the student involved I think it is reasonable to ask the counselor for some kind of recommendation; does he recommend the candidate, and, if so, how strongly? The decision on whether or not to accept the candidate is, of course, up to the admissions office, but I think the counselor should feel that he should have a strong input into that decision-making process.

Rank-in-class is a controversial issue and most of us have heard the topic debated at many meetings. I doubt that I have anything really new to add. I do think that rank-in-class is the best predictor of college performance and that it is therefore valid for the college admissions office to request it. The vital aspect is that the admissions officer use rank-in-class intelligently. I once had a college representative show me the profile of his institution's most recent freshman class. With pride he noted that most of the matriculants had been in the top quintile of their high school classes, a fair number in the second quintile, and a handful in the third. He hastened to point out that he fully expected that third quintile group to be reduced to zero the following year. I cite this as an example of the worst kind of use of rank-in-class -- the neglecting of individual characteristics in favor of a seemingly impressive statistical report. Since I work for a school which is selective to begin with and which send 100% of its graduates to college I am also somewhat sensitive to the artificial barriers set up by many state universities with respect to class rank.

If colleges are to make intelligent use of rank-in class it falls to us at the secondary school level to explain clearly to the colleges just what our grading system is and how the rank is computed. Some ranks are cumulative, some are not. Some schools weight accelerated courses, others do not. I do sympathize with the admissions officers who have to interpret the various transcripts and ranks, but if they are presented accurately and intelligibly by us they can be of great value.

In summary we're all in business to try to make the best decisions for the individual students and for the institutions which we represent. By writing helpful recommendations and reporting rank-in-class those of us at the secondary school level hopefully can contribute to wiser decisions in what is at best a very inexact science.

Robert W. Turner

When I was asked to serve on this panel, I read the topic, noticed the nature of the institutions represented by my colleagues, and saw that I was to play the devil's advocate.

In all seriousness, I do represent a type of institution unique to this panel, the public junior college. We have what has become known as the "open door" admissions policy. In effect, every high school graduate is eligible for admission to our college It is quite apparent that our educational mission is quite different from that of schools with selective admissions policies.

High school recommendations and class ranks, along with academic records and standardized test scores -- and sometimes personal interviews -- have traditionally been the ingredients used in the evaluation process by college admissions officers. On the basis of these, each applicant's merit and weighed against the nature of the particular college, and the decision to admit or to reject was made. In some schools, the evaluation process has changed little in the past fifteen years. In others, generally the public institutions, the process has changed almost beyond recognition.

Studies and reports have been--and will be--published which indicate the relative value of each of these ingredients to the process at a particular college or university. The results or conclusions should be taken at face value; what is good for one school is not necessarily good for another. One seemingly unbiased report in Rank In Class, published in 1972 by the National Association of Secondary School Principals in joint effort with AACRAO. As in so many reports, this one makes several procedural recommendations. While I think they are valid recommendations, I do not feel they are all necesssarily conclusive; in many situations, equally valid recommendations to the contrary could be made using the same data base. I might add parenthetically that in an ambiguous situation I would argue for consistency whenever practicable. However, keeping in mind my present role and constituancy, I am relying on experience and--if you will--gut feeling.

Just as one gains a new and different respect for heat after his hand has been burned by a hot stove, admissions officers and high school officials alike have gained a new and different respect for candid recommendations since the noted Bates College case nearly ten years ago. The new idea of confidentiality of records and personal privacy has led writers of recommendations to be less specific and more ambiguous; this in turn has led admission evaluators to view the document as less useful to their process. In deed, where it is still required, it is frequently a formality.

This trend, when coupled with the need for greater efficiency in the processing of large numbers of applications, led to the abolition of the recommendation as an admission requirement by the large public colleges and universities. Imagine the workload of a school just receiving and filing--not to mention reading--recommendations for eight or ten thousand applicants. In the "open door" schools, the very admissions policy negates the use of a recommendation for all routine cases; they are sought and used only for the rare case of early (post eleventh year) admissions or for the current high school/college registrants.

The ingredient of class rank has retained its usefulness and validitv in the evaluation process somewhat more than the recommendation has. Yet, an increasing number of public and private high schools have sought to meet the competition for spaces at prestigious colleges by manipulating class rank "groups" so that nearly every college aspirant looks good. Some large universities which evaluate applicants by a formula in the computer have provided a place for class rank in the formula. However, it is usually not a critical factor; I doubt that a student's file would not be evaluated at the University of Maryland or Syracuse because his rank was not made available. Once again, the "open door" school's admissions policy precludes the consideration of class rank in determining the student's eligibility for admissions.

All of the above statements can seem cold and hard--to some lacking in humanity. To be sure, the practice is frequently what must be rather than what we would like it to be. While I will not fall back on such negative statements as "victims of our own choosing", and I will not entertain complaints about lying in self-made beds, I will point out again that the nature of public institutions in general is to provide higher education with both integrity and efficiency to the broadest possible base of the populace. We must concern ourselves, therefore, not with selective admission, but rather with proper placement in key areas of English and mathematics. The great door is open, but remember the screen door also serves a purpose.

Simply put, I must consider the relevance of data as it applies to my situation. So must you to your situation.

PROBLEMS OF FOREIGN STUDENTS, IMMIGRANTS, PERMANENT RESIDENTS, OR REFUGEES

Moderator: Richard Wilson, Foreign Student Advisor, LaSalle College, Philadelphia, Pennsylvania

Panelists: David D. Feldman, Director, Office of Foreign Student Advisement, CUNY: Baruch College, New York, New York

Josef Silny, Foreign Student Admissions Counselor CUNY: New York, New York

Dr. Maurice H. Purcell, Director of Admissions and Foreign Student Advisor, Borough of Manhattan Community College, New York, New York

Recorder: G. June Sadowski, Manhattan School of Music, New York, New York

Mr. Silny, born in Czechoslovakia and the recipient of an M.A. in Student Personnel from Teachers College opened the meeting presenting the problems of Permanent Residents, Immigrants and Refugees. This unique minority group is separated from foreign students by virtue of its intention to remain in this country and in that it does not receive help from foreign consulates in finding appropriate educational institutions or other guidance assistance. As a result, Mr. Silny stated that schools must be better prepared to help in the aculturization process by being aware of the particular problems of this group. Such problems can be broken down as follows:

1: These foreign individuals come from countries having either elitist educational systems (for which they were not eligible) or lower entrance requirements than the U.S. As well as usually having a poor command of the English language they lack understanding of the American educational system. They do not know if they could fit into such a system. Examples of their common questions are: why do I have to finish university study before entering a professional school? What is the difference between a community college and a college?

2. Admissions officers find it difficult to validate potential students' credentials that have come from totalitarian countries. Such records are not released by the governments.

3. Permanent Residents, Immigrants and Refugees find it difficult to understand the financial aspects of universities. Often even public institutions are too expensive. They don't know if they are eligible for financial aid or how to apply. They may only be aware of stipends or scholarships but educational loans or part-time employment are foreign phenomena.

Mr. Silny made two suggestions that would help this group or individuals:

1. Since such individuals usually live in large cities and ethnic neighborhoods they are hard to reach. Therefore, admissions officers should utilize community agencies and social organizations which deal primarily with new immigrants to serve as liaisons. Admissions officers should locate such agencies and express an interest in discussing possibilities in higher education with these immigrants.

2. Workshops should be created to help sensitize administrators to the problems of this group.

Next, Dr. Purcell raised a basic problem regarding foreign students, i.e. the use of the school as a means of immigration. Often individuals from foreign countries enter the U.S. on a visitor's visa hoping to be able to extend their stay for one term at school and then become matriculated and get an I-20. These individuals are totally non-sponsored so consulates won't help and there is the possibility or deportment. Or perhaps they come here to complete their education and get a student visa then change it to become a permanent resident and finally a citizen.

Other foreign students are lured to the U.S. by advertising by commercial schools that issue I-20's. They arrive at the school and find it is of a low calibre and then they turn to your usually urban institution for help. Dr. Purcell questioned how we help these individuals. Can we always obey the letter of the law?

Mr. Feldman, who is active in the National Association of Foreign Student Advisors defined a foreign student as one who has completed course(s) of study outside the U.S. regardless of his citizenship or residence and who completed it in a language other than English. Therefore, a graduate of the University of Puerto Rico would fit into this definition. These students, stated Mr. Feldman, should be regarded as special--with special problems. Any educational institution that accepts such students must provide special services to help them overcome their handicaps. How different is this, he asked, from city universities having to develop remedial courses due to open admissions policies? Special services are to deliver the qualified student to the classroom in the best possible condition to profit from the instruction offered. Secondarily, they are to provide supplementary educational experiences outside the classroom. Today there is a difficulty in helping the foreign student to understand his special status and in the administration paying attention to this status.

Mr. Feldman asked those attending the session what proportion of their foreign students were not on student visas. The Director of Admissions at the University of Delaware said that 1/3 of their foreign students were not. Mr. Feldman said that at CUNY more than 50% were not on student visas. The problem in his opinion is not regarding the permanent resident as a foreign student. This is a group with the same problems as foreign students but not recognized as such. This seemed to be a common problem among other schools. At CUNY foreign students are those students paying foreign student fees.

In discussion there was also much concern expressed among those in attendance regarding the confusion among foreign students about non-accredited schools, business schools and community colleges.

In brief summary, as Mr. Feldman stated, there is much that needs to be done in this field and if any of us are considering specializing this is an area worthy of examination.

EQUAL OPPORTUNITY OR TOKENISM

Moderator: Blanche Goldwater, Director of Educational Services
Baruch College, Graduate Division, New York, New York

Panelists: Alfred W. Bridges, Ass't Director of Admissions
Trenton State College, Trenton, New Jersey

John Cook, Director of Admissions, Mercer County
Community College, Trenton, New Jersey

Recorder: Gail A. Grillasco, Educational Opportunity Specialist
Aspira Educational Opportunity Center, New York, N. Y.

Alfred W. Bridges

Equal Opportunity vs. Tokenism of Minorities in Higher Education

"Equal opportunity or tokenism" is such a broad topic that it becomes necessary to narrow the subject matter. Therefore, the discussion will center as the title of this narrative suggests an equal opportunity vs tokenism of minorities in higher education.

Before tokenism can be discussed, one must determine what tokenism means or what it symbolizes. Webster defines tokenism as a perfunctory act which is characterized by a superficiality or lack of interest and enthusiasm. I have come to identify it, as I feel many others do, as an individual or group of individuals placed in a position for "show." They are usually hired to handle immediate "crisis" situations after which or perhaps even during which they have little or no defined goals and/or authority. Tokenism knows no boundaries. There are token Blacks, Puerto Ricans, token women, Jews, and even token white Anglo-Saxon Protestants.

In this report, I am concerned primarily with tokenism as it relates to Black and other minorities. One can trace its roots in this country back to the reconstruction days immediately following the civil war. Many Blacks were placed in political positions for "show" by the northern victors. In most cases, Blacks seemed to hold positions of authority when in fact they did not. Since then tokenism has been found to exist in all areas of our history--politics, education athletics etc.

Back in the early sixties, many institutions were integrating their schools. Attempts were made by many colleges to bring in Blacks for the first time. Headlines filled the newspapers saying, "First Black to Attend." Slowly the institutions attempted to get the students involved in all areas of college life. They began to work with those Black students already placed in their schools. For example, situations such as the following resulted. One school in attempting to integrate its program tokenism one of its Black student to join the atheletics department. The director of admissions invited the student to meet the track coach. The track coach accepted the student and offered him a position on the javelin throwing team-the only spot open at the time. This example may be a bit over factious but it bears keeping in mind as the concept of tokenism is discussed.

Although Blacks and other minorities have been involved in universities for many years, the event of the past ten years have been so dramatic and clearly address themselves to this topic, that this paper will concentrate on this time period. Up to this time there was no real need to discuss the question of tokenism since an infinitely small non-white group of people were involved in higher education in anything other than Black or predominantly Black institutions. Since tokensim is a cognitive effort on the part of an institution to place people in a position of "show", as mentioned earlier, one cannot say that the Black people or other minority people were token people. This small number were admitted through regular admissions and were able to get involved in the college life and achieved successfully.

In the early 1960's particularly in the year immediately following the assassination of Dr. Martin Luther King, many institutions started becoming aware of the minority youth of our country. This segment of our society which had been rich in potential and cultural awareness had long been overlooked by the councils of higher education. It was at that time many educators began to recognize the need for colleges and universities to increase minority participation. As a consequence of this trend administrators, faculty and students already at the various colleges began increased efforts to recruit minorities to their campuses. Quite often admissions offices were given their task with support from the financial aid offices.

A consientious effort was made on the part of many individuals to increase the ethnic scope of their institution and provide opportunities for the students. However, there were pitfalls along the way. People were recruiting additional students without giving thought of what this would mean to their institution or to the individuals they recruited. An "Equal opportunity university" was envisioned by many people. This would be an institution that would recruit and attract a representative number of educationally disadvantaged minority students. They would be complemented by other minority students who had met the regular admissions criteria. Thus the college would reflect an appropriate racial balance. This university would also make an effort to attract minority faculty and administrators to the college and place them in levels of responsibility and purpose. All students would live well together in the dormitories and participate in student activities. Academic programs were to reflect the various life styles of the individuals. Within the English department, for example, there would be courses addressing themselves to Black history, Puerto Rican history, or Latin American culture, etc..

The aforementioned view is a brief description of what many people looked for. However, what actually took place was a bit different. Recruitment was stepped up, but the institutions found themselves with a larger proportionate number of educationally disadvantaged students than with minority students who met the regular admissions criteria. Institutions began hiring minority admissions counselors, assistant directors of admissions or assistant directors of minority recruitment to attract students. Students began grouping in clusters rather than integrating. In many instances friction developed between white and non-white students. To deal with this problem, a specialist - a counselor of minority students for human relations - would be hired. Many Black students were coming in and taking courses that they felt were not relevant to them. Instead of the university changing existing courses other courses were developed which had a high proportion of minority students.

Thus, a college structure has been set up in which administrators, faculty members programs, student organizations and students have been set off to the side. Looking back at the definition of tokenism, one can see this situation existing in curriculum, faculty, administrative hiring and, to some extent, in student program. These entities have been set up to handle an immediate situation only.

After having identified these ills what should be done? Most importantly there is a need for institutional commitment rather than individual commitment. It is difficult and practically impossible for an individual to correct an institution if on organization chart of that institution he is off to the side. A person who is to effect change in a college needs to be a person who is in authority, has purpose and has defined goals within that particular college. Therefore, a person who is director of minority students' admissions rather than director of admissions is being limited and boxed into a corner. If a person is hired just for the purpose of recruiting a particular group of students and never sees the inside of an admissions office or takes part in the admissions process, he is losing his potential.

In summation, one can see that it is very difficult to correct a situation from without. To place the weight on one person to address the situation would be tokenism. However, if the group addresses itself to the situation then that is a commitment on the part of the group to correct the situation from within.

John Cook

Before a discussion of equal opportunity or tokenism can take place, one must define what is meant by equal opportunity. I would suggest that equal opportunity is a myth and should be examined from this point of view. Before dicussing this myth one should look into inequality and how it effects our educational institutions and the way we live inside this society.

Summary

Throughout the discussion which took place between the audience and the panelists three main areas of concern were brought to the foreground.

As follow-up to Mr. Bridges point that tokenism exists where an individual commitment is expected rather than an institutional committement, Mr. Cook pointed out that minority personnel in colleges or institutions are placed in a binding position when they attempt to aid the minority student as much as possible and find themselves challenged by students to take a more forceful stand. Economically they are tied to the system and thus become divided when the university committement is lacking. Many examples were offered which upheld the need for change within the university settings rather than without by staff person set apart just to handle a "crisis situation."

Mr. Cook brought out the point that inequality means forcing people to bring about drastic change in their own positions if inequality is going to be dealt with effectively. To deal with inequality and do away with tokenism means a restructuring of the entire educational system as well as society in general. One must deal from the "bottom up" rather than accepting the system as it stands if a true committment to equal opportunity exists.

A suggestion was made that minority students be taught to manipulate the system so that they may use it to the utmost advantage since this system is not relating properly to their needs. This would take place as changes occur at slow pace in the society at large.

During the session attention was also brought by Ms. Goldwater, Moderator, to an area seldom discussed when looking into equal opportunity. The plight of the handicapped student or staff member is always in the background when equal opportunity is mentioned. One hears of efforts made to increase efforts to recruit minority student and dealwith the limited opportunities afforded them but slight attention is given to the needs of the handicapped.

Certainly in reviewing the thoughts and opinions presented by this session, colleges and universities should become aware of the need for self-evaluation of where they stand in society and among their own students and personnel. It is time for institutions to take responsibility for the programs established for minority students and become accountable for their functions and success.

WORKSHOP REPORTS: CARIBBEAN, WEST AFRICAN, SCANDINAVIAN - Session I

Moderator: Neal T. Benson, Foreign Student Admis. Counselor
University of Pittsburgh

Panelists: Ms. Elise Schwab, Program Administrator,
Institute of Int'l Education, New York.

Ms. Cynthia Fish, Undergraduate Admis. Adviser
Cornell University

Mr. Steven Fisher, Foreign Student Admis. Coordinator
City University of New York

Recorder: Allan Margolis, Assistant Registrar
Queens College, New York

Brief Summary of the Workshop Sessions:

The first of the two sessions dealt with the African Workshop Report with specific reference to Nigeria (see enclosed draft). As a result of the questions which followed the reading of the report, a discussion arose dealing with standards for admission -- whether American institutions should use admission criteria which reflect their collective experience with the success of students or should they reflect standards which are no lower than those used by foreign universities. Although the discussion on both sides was lively, and all agreed that this was a crucial question, no conclusion was reached.

The second session dealt with the Caribbean Workshop with special reference to the British system. Wherever possible comparisons were drawn between the British Caribbean and the British African System. A socio-political tone was developed when reference was made to the need of education to develop human resources-- a long and arduous process--and the necessity to expand society through the development of the indigenous population. It was noted that the elitist nature of the educational systems are bad for developing societies. The streaming out at an early stage--often at eleven years old--eliminates a large number of very well qualified students, thus reducing the number of indigenous people reaching high levels of educational attainment. The remainder of the time was spent in a discussion of the educational systems and placement recommendations. They will appear in the official workshop report which will be published shortly.

English Speaking West Africa - Placement Recommendations

Freshman Level Admissions

I. Applicants who hold the West African Examinations Council (WAEC) School Certificate may be considered for freshman level admission provided the certificate contains no less than five (5) passes with credit. The five passes with credit should include one (1) in English Language and one (1) in at least four (4) other distinct academic subjects with an aggregate of not more than 33 for the five subjects (Division I or II.)

II. Applications who hold the General Certificate of Education (GCE) may be considered for freshman level admission provided the certificate represents not less than (5) GCE Ordinary, "O" level. passes in five distinct academic subjects obtained in one or more examination sittings. English Language should be included in one of the five (5) subjects.

III. Applicants who hold the West African Examinations Council (WAEC) General Certificate of Education with passes at advance "A" level, and Ordinary, "O" Level, in five (5) or more distinct academic subjects may be considered for admission with advanced standing of six (6) to ten (10) semester hours for each subject presented at "A" level, when consistent with institutional policy. However, such advanced credit should be restricted to subjects in which the applicant has earned grades of A,B,C, or D. A grade of E or subsidiary pass should be considered the equivalent of "O" level pass.

IV. Applicants with WAEC Division III School Certificates should not be considered for admission except in unusual circumstances. When there are unusual circumstances and it is consistent with institutional policy, consideration should only be given to certificates with passes in no less than five (5) academic subjects. Such applicants will probably be in need of careful counseling and possible remedial work in some subject areas.

V. When consistent with institutional policy, some institutions offering programs of technical-vocational training may wish to consider applicants for admission who hold higher level certificates or diplomas issued by the City and Guilds of the London

Institute or the Royal Society of Arts. It should be noted that these certificates and diplomas are offered in more than 250 diverse fields and at various levels of concentration. Therefore, extreme caution should be exercised in their evaluation. Any consideration for admission should be determined upon a thorough review of the applicant's individual curriculum and examination.

Applicants presenting low level technical-vocational certificates should not generally be considered for admission. (See General Statement on Technical-Vocational Training pp).

Transfer Level Admissions

I. Applicants who hold the Higher National Certificate (HNC), The Higher National Diploma (HND) or Associate Membership in any Professional Institution may be considered for admission with advanced standing, when consistent with institutional policy. However, these credentials are offered in a variety of subject areas, some of which are not applicable to undergraduate degree programs. Any consideration for admission should therefore be determined upon a thorough review of the applicant's individual curriculum and examination papers.

II. Applicants who have successfully completed the first or second year of a three year university program may be considered for admission with advanced standing of not more than thirty (30) or sixty (60) semester hours respectively. The universities with three (3), four (4), or five (5)

	3 Yr.	4 Yr.	5 Yr.
University of Ghana, Legon	X		
University of Science and Technology, Kumasi	X		
University of Cape Coast		X	
Nigeria			
University of Ibadan	X		
Ahmadu Bello University	X		
University of Lagos	X		
University of Nigeria, Nsukka		X	
University of Ife	X	X	
University of Benin	X	X	X
Sierra Leone			
University of Sierra Leone		X	
Fourah Bay College		X	
Njala University College		X	
Gambia			
No universities at present			

Graduate Level Admissions

I. Applicants who hold the First or Second Class University Degree may be considered for admission to graduate programs in the appropriate discipline. Applicants with a Third Class or Pass Degree should not normally be considered for admission. However, in exceptional cases, some institutions may wish to consider such applicants who are nominated by their home country.

Freshman Level Admissions (Ghana)

I. Applicants who hold the Teachers Certificate A (Post-Secondary) and the Specialist Teachers Certificate may be considered for freshman level admission when consistent with institutional policy. Such applicants may also be considered for advanced standing upon validating examinations.

The Teachers Certificate A, with the Middle School Learning Certificate, (MSLC) should not be considered for admission.

II. Applicants presenting credentials issued by Ghanaian hospitals should not be considered for admission unless they hold a School Certificate or GCE with five (5) "O" levels.

Transfer Level Admissions (Ghana)

I. Applicants who have successfully completed the preliminary year at the University of Cape Coast may be considered for transfer to the sophomore year of undergraduate study with not more than thirty (30) semester hours of credit.

II. When consistent with institutional residence requirements, applicants who have successfully completed the second year at the University of Ghana or the University of Science and Technology may be considered for transfer to the senior year of undergraduate study. However, it may be difficult to obtain a statement of the applicant's standing at the end of the second year, since final examinations at these universities are normally only written at the end of the first and third years of study.

Graduate Level Admissions (Ghana)

I. Applicants who hold the Post Graduate Certificate in Education (PGCE) or the sequential Diploma in Advanced Study of Education (DASE) from the University of Cape Coast may be considered for admission to graduate work in education or in their field of specialization.

Freshman Level Admissions (Nigeria)

I. Applicants who hold the Teachers Certificate Grade I may be considered for freshman level admission with advanced standing of six (6) to ten (10) semester hours in each academic subject presented at "A" level. Such applicants may also be considered for credit in education courses.

II. Applicants who hold the Nigeria Certificate in Education (NCE) from all advanced Teacher Training Colleges and Institutes of Education may be considered for admission with advanced standing of six (6) to ten (10) semester hours in academic subjects with grades of Distinction, Credit and Merit. Such applicants presenting the NCE are stronger candidates than those holding the Teachers Certificate Grade I.

III. When consistent with institutional policy, applicants who hold the First Diploma in Nursing may be considered for admission with advanced standing of six (6) to ten (1) semester hours in academic subject.

IV. Applicants who hold the Teachers Certificate Grade II or Grade III or credentials from the National Technical Teachers Training College should not be considered for admission.

Transfer Level Admissions (Nigeria)

I. Applicants who hold the Nigeria Certificate In Education (NCE) from the University of Lagos may be considered for admission with advanced standing of not more than sixty (60) semester hours.

Graduate Level Admissions (Nigeria)

I. Applicants who hold the Post Graduate Diploma or Certificate in Education from the Universities of Ibadan, Ife and Nigeria, may be considered for admission to graduate work in education or in their field of specialization.

Freshman Level Admissions (Sierra-Leone)

I. Applicants who hold the Higher Teachers Certificate (HTC) may be considered for freshman level admission. Such applicants may also be considered for credit in education courses.

II. Applicants who hold the Teachers Certificate (TC) should not be considered for admission.

Education In The English-Speaking West Indies

A. General

The chief characteristic of education in the Caribbean countries which follow the British pattern is the use of external examinations upon which the issuance of certificates and diplomas is based. Most of the exams are set and marked in the United Kingdom. Here is a summary of the types of certification in wide use:

1. For secondary education, there is the General Certificate of Education (G.C.E.), at "ordinary" or at "advanced" level, covering mainly academic subjects. The Cambridge School Certificate was in wide use prior to 1964.

2. Jamaica issues the Jamaica School Certificate (the successor to the Third Jamaica Local Examinations) after national exams at a level below the G.C.E. Similar certificates are awarded in the Bahamas, on Barbados, and in Guyana.

3. Certificates of competency in commercial, vocational, technical and domestic fields are issued by a variety of examining boards; they are not usually regarded as academic credentials, though many are appropriate for occupational purposes. Examples are London Chamber of Commerce, Pitman Examinations Institute, and the Royal Society of Arts.

4. Technical proficiency at a higher level is certified by the ordinary and higher national certificates and diplomas.

5. Certificates in most colleges of teacher training and agriculture are based on success at school leaving exams, monitored by or administered in consultation with the appropriate faculties of the University of the West Indies or of the University of Guyana.

6. Examinations in the two universities involve "external examiners," including participants from both British and U. S. insitutions, who review and comment on both test papers and the marking of answer papers.

B. Examinations

I. G.C.E. Ordinary Level

(a) General.

There are nine G.C.E. examining boards in England, and certificates from four

of them are commonly presented by students from the Caribbean: The University of London, the University of Cambridge, Oxford and Cambridge, and the Associated Examining Board. London and Cambridge are so far more widely used that subsequent notes on the G.C.E. will refer only to them, though the information will apply to all.

The G.C.E. is a subject examination. One certificate is issued for each examination period, listing the subjects passed. An applicant for admission to a U.S. institution may submit several certificates listing subjects passed in different years, often including some duplication or repeats.

Syllabuses, regulations, and past exams papers are published by the examination syndicates and can be purchased from the following addresses:

University of London
Publications Office
50 Gordon Square
London, W.C. 1
United Kingdom

The Secretary
Syndicate Buildings
17 Harvey Road
Cambridge, CB1 2 EU
United Kingdom

The syllabuses are generally strong by U.S. standards, and a pass in a subject demonstrates a good grasp of the subject matter. Many subjects (e.g., sciences, vocational subjects) include practicals.

The London G.C.E. exams normally are given twice per annum, in January and in June. The Cambridge is given in June (or at the end of the year in some parts of the world). London caters to private candidates, Cambridge to schools.

(b) Grade Reports

Grades are normally not reported on certificates, only the subjects passes. However, Cambridge now lists, in addition to passed at the "O" level, those subjects which were failed with grades of 7 or 8. Grading on the Cambridge is from 1 to 9, with 1 the highest mark. The first six marks are passes, and 7,8, and 9 all failures. London uses letter grades.

About three months after the exams, results are available. An individual's grades are on a small printout, a "results slip," showing grades in each subject, including subjects failed. Since the results slip is available several months before the certificate, it is often necessary to make admission judgments on the basis of this slip. Certificates are usually not issued until up to nine months after the exams, and many candidates do not obtain theirs until even later.

(c) Pass Rate

The pass rate on individual subjects is approximately 40 per cent in the Caribbean countries. Thus, on any given subject exam, a successful candidate ranks in the upper two-fifths of those taking the subject in that year.

The percentage of those candidates who attempt and pass more than five subjects at a "sitting" (I.E., one exam period) is between 25 and 30 per cent in the Caribbean. Thus, a student who has passed five subjects ranks in the top quarter to a third of those examined in the same year as he, regardless of his marks on individual subjects.

2. Cambridge School Certificate

The Cambridge School Certificate was in wide use through the 1963 School year. It was also a subject examination, but a candidate had to pass a certain number of subjects and reach a required general standard in order to qualify for a certificate. He also had to pass English language.

The grades were the same as for the G.C.E. (1 through 9). However, the grades were often reported only in words: Pass, credit, distinction (or very good). Grade 9 was failure. Grades 7 and 8 were "pass" and 6 and above "credit" or "distinction."

Since admission to U.S. universities based on the number of G.C.E. "O" level passes, it is necessary to understand the equivalences on the school certificate. "Credit" and "distinction" are equivalent to passes on the G.C.E. (when only numbers are given, 6 or better should be considered "O" level). "Pass" at school certificate level is a fail at G.C.E. standard and should not be counted toward requirements.

Many of the certificates reported standards reached in two columns: one the school certificate result and the other the G.C.E. equivalent. Here is an example:

	Grade	G.C.E. Standard	(N.B.--The word "ordinary" may be replaced by "pass" on some certificates. If it is in the G.C.E. Column, it means pass at "O" level.)
English Language	6	ORDINARY	
English Literature	8		
Bible Knowledge	3	ORDINARY	
Geography	4	ORDINARY	
Mathematics	/		
General Housecraft	6	ORDINARY	

This report comes from a joint examination for school certificate and for G.C.E. Thus, a person who passes school certificate also has listed his G.C.E. equivalences. If a candidate does not pass enough subjects for a school certificate, he still receives a G.C.E. listing whatever subjects on which he received 6 or better.

The certificate may read "Cambridge School Certificate, "Senior Cambridge School Certificate," or "Cambridge Overseas School Certificate." Cambridge formerly awarded a junior school certificate that was below "O" level standard.

School certificate exams were discontinued in the United Kingdom in 1951, and in the West Indies after the 1963 school year.

3. G.C.E. Advanced Level

The G.C.E. advanced level exams are normally done by students who have completed higher school, following their "O" levels. When "A" levels are presented at U. S. Universities, the holders are usually granted advanced standing. In determining eligibility for matriculation, a candidate's "O" and "A" subjects should be counted without duplications.

The reporting of grades for both London and Cambridge is the following. A, B,C, D, and E are pass grades. The next mark is a fail at advanced level,but the candidate is awarded an "O"-level pass. The lowest mark is F.

Many U.S. universities do not grant credit for "A" levels with grades of E. However, the grade can more closely be approximated to an American C. than to a D.

4. Higher School Certificate

The Cambridge Higher School Certificate preceded the G.C.E. "A" level exams in the West Indies. Only two grades are reported: "subsidiary," which is equivalent to an "O" level pass, and "principal," equivalent to "A" level. Advanced -standing credit can be granted for principal passes.

5. Local and National Examinations

(a) School Examinations

The following certificates are awarded at pre G.C.E. level:

Certificate	Country	Approximate U.S. Equivalent
Jamaica local exams (no longer given)	Jamaica	
First		8th grade
Second		9th grade
Third		10th grade
Jamaica School Certificate	Jamaica	10th grade
Bahamas Junior Certificate	Bahamas	10th grade
Barbados School Leaving Certificate	Barbados	10th grade
College of Perceptors	Guyana	10th grade

In addition, most secondary schools give internal exams at the end of each term or school year. Since there is no accepted national standard, school transcripts should not be considered reliable measures of students' progress.

(b) College Examinations.

Teacher-training colleges, schools of agriculture, and some technical schools set exams locally, generally in consultation with unviersity representatives. Transcripts from T.T.C.'s, schools of agriculture, and from Jamaica College of Arts, science, and Technology and Trinidad's John Donaldson Institute can be regarded as reliable.

(c) University Examinations

The awarding of marks on final exams is only partly in the hands of subject teachers. It is standardized at both U.W.I. and Guyana through a system of external examiners who monitor test papers, marking, and the awarding of grades. The external examiners are chosen from universities in the U.K., U.S., and Canada.

6. Ordinary and Higher National Diplomas and Certificates

There are two principal examining bodies in technical and engineering areas: the City and Guilds of London Institute and the Union of Lancastershire and Cheshire Institutes. Their exams are used by both C.A.S.T. and the John Donaldson Institute. The boards' exams lead to the following:

	Rough G.C.E. Equivalence	Examining Bodies
Ordinary National Certificate	"O" level	CGLI, ULCI
Ordinary National Diploma	"A" level	CGLU, ULCI
Higher National Diploma	above "A"	ULCI

Holders of the Higher National Diploma can be accepted directly by University of the West Indies' faculty of engineering and exempted from the first year of the degree course.

Some British universities accept directly applicants with the H.N.C. and candidates with the O.N.C. providing they meet other requirements as well (E.G., G.C.E. English language).

Both C.G.L.I. and U.L.C.I. offer other exams in technical areas that are not accepted as the equivalent of G.C.E. or ordinary national certificates.

DEMISE OF SOME AMERICAN COLLEGES, SHOULD WE STAND BY AND WATCH THIS HAPPEN

Moderator: H. Kenneth Shook, Dean of Admissions, Western Maryland College, Westminister, Maryland

Panelists: Roseann M. Maher, Graduate of Saint Joseph College Emmitsburg, Maryland, Baltimore, Maryland

Carolynn O. McIlnay, Registrar, College of Notre Dame of Maryland, Baltimore, Maryland

Recorder: Kathy Trzecieski, Assistant to Director of Admissions Western Maryland College, Westminster, Maryland

Dr. Shook

In the early 1970's, newspapers and journals have focused attention on the problems facing institutions of higher learning. For some institutions, the inability to cope with the dual problem of rapidly increasing costs and declining student populations results in the decision to close the institution. The Chronical of Higher Education reported that 680,000 vacancies existed in colleges at the start of the 1973-74 school year, and since 1972, approximately 31 colleges have closed, 9 have merged with other colleges, and 7 have been converted from private to public. The vast majority of colleges which are forced to close are private institutions, but that should not suggest that the demise of American colleges is a topic of interest only to other private colleges. The impact of a college closing goes beyond a single campus to be felt by numerous other colleges, both public and private.

The persons selected to form today's panel were chosen to represent three distinct points of view, that of a student, an admissions officer, and a registrar. All three were involved with colleges which decided to close and are no longer in existance. Since one of our panelists is absent due to illness, Miss Trzecieski has agreed to serve the dual role of panelist and recorder. Following the three case studies, we will hopefully leave time to discuss steps that might be taken to reduce the number of colleges forced to close and recommended courses of action should an institution be forced to close.

The first presentation was given by Miss Roseanna Maher, a former graduate of St. Joseph College in Emmitsburg, Maryland. She began her presentation by describing the mood of the campus on the day they found out that the Board of Trustees decided to close the college in June of 1973. Without warning between 11 and noon at a series of emergency meetings on campus, students, faculty and staff were informed of the demise of SJC.

The reasons for the closing were cited by the Board as the serious limitations of the Sister personnel to staff the work of the Province, for to "...fulfill our objectives as a Catholic liberal arts college for women and to maintain the quality of education which has come to be identified with SJC, an adequate proportion of Sister faculty is necessary." Other reasons included the fact that the College has beenoperating under an annually escalating deficit, and that college tuitions and fees had increased more than 100 percent within the past six years.

Miss Maher felt that the effects of the April 19, 1971 announcement are still felt by many and cited the following reasons: 1) The last graduating class felt as though they were existing in a vacuum their final year for the quality of education was not maintained as promised and the campus shivered in an atmosphere of apathy. 2) Underclassmen had to choose a college all over again and transfer loans, grants and friends. 3) Alumnae find it difficult to get transcripts from the Md. Board of Education. 4) Alumnae find it an embarrassing situation when looking for employment. 5) The Alumnae is split as to the future of their association--should they merge with a nearby men's college or remain autonomous. 6) The community of Emmitsburg was

faced with jobless situation for many.

Miss Maher closed her presentations by stating that "I cannot apologize for some of the emotional remarks made above. I enjoyed my college life to the fullest and gave a great deal of me to St. Joe's. It is a shame other women will not be able to experience the same full education SJC offered. It is also sad that the bitter feeling felt on April 19, 1971 by myself, fellow students, faculty, and alumnae towards the decision has not abated but grown colder."

The second presentation was given by Mrs. Carolynn McIlnay, formerly Assistant Registrar at Dunbarton College of the Holy Cross, Washington, D. C. Mrs. McIlnay began by stating that the "handwriting was on the wall. Total enrollment was down, entering freshman classes smaller and smaller... The Board of Trustees said that a definite increase in enrollment was essential and the faculty were given provisionally terminal contracts." Yet everyone remained optimistic until the announcement was made.

During the final year of the college's existence, the major concerns of the registrar's staff became threefold: 1) assisting current students in the transfer process; 2) selecting and preparing records and files for permanent retention and 3) notifying all former students of the location of the permanent records and how to request transcripts. A College Day was held on campus with representatives from various college present and the registrar's office prepared unofficial transcripts for the student to show and discuss with the representatives. The records and files were sent to the archives of the Sisters of the Holy Cross Motherhouse in Notre Dame, Indiana and placed on microfilm.

Mrs. McIlnay closed by stating, "And so, caught in the situation of our college closing, we worked together to facilitate the continued education of our current students, to preserve the essential student and college files, and to expedite the transcript requests of the future. What more could we do?"

The final presentation was given by myself (Kathryn Trzecieski) where I related the experience I had at a liberal arts college in the midwest that had announced that it was in danger of closing however managed to remain open and is currently doing quite well. This college, which I am not at liberty to name, went out into the surrounding community to try to find assistance. They were able to receive a substantial grant from a well known firm, and with the assistance of the current student body recruited students from the area. The school also went co-ed, merged with an Art Institute in the area to offer majors in art as well as giving the art institute students the chance to earn a BA degree, and redesigned the curriculum to meet the needs of the community after conducting a survey in the surrounding area asking what residents would like to take courses in at the college.

As a conclusion, I feel one of the vital forces that keep this college open was it's moral support from the faculty, students and community. All were willing to support whatever changes were necessary and thus the college has survived.

Questions and Answers Items:

At the conclusion of the presentation, very little time was left in the session for questions. Some of the topics that were brought up and briefly discussed included:

1. Penn Hall Junior College did not openly acknowledge the severity of the problem and apparently the admissions officers were not directly involved in the decision to close. 2. Hershey Junior College decided to close for very logical and sound reasons, but students and some faculty demonstrated bitterness toward those who made the decision to close the instution. 3. Some of the bitterness that was also felt toward the Saint Joseph College closing stemmed from the reason that students and faculty felt that they were powerless to help change the decision of the Board of Trustees and that any proposals that were developed by a Continuance Committee were ignored by the Board. 4. States frequently lacks a coordination between the public and private sectors of higher education which provide proper estimates of college level populations and avoids

unnecessary duplications of college programs and facilities. The goal should be the survival of private colleges and not their demise.

FINANCIAL AID OFFICER IN RELATION TO THE COMMUNITY

Moderator: Sister Marie Helene Gibney, Director Admissions
College of Notre Dame, Baltimore, Maryland

Panelists: Vincent Femia, Director of Financial Aid
Villanova University, Villanova, Pennsylvania

Arthur I. Friz, Director of Financial Aid
Syracuse University, Syracuse, New York

Recorder: Nancy Iszard, Office of Admissions
Glassboro State College, Glassboro, New Jersey

Panelists: Calixo Marques, Director of Financial Aid
Philadelphia College, Phila., Pennsylvania

Vincent Femia

In 1961 when I came to Villanova University, the Administrators initiated a program on a small scale to recruit low income students from the Philadelphia area. This effort was financed entirely by the University. Since the number of students recruited was relatively small, it was possible to have personal contact with each one and to check his progress on a monthly basis. Any problems that arose could usually be resolved quickly.

In 1966, the educational Opportunity Grant Program wasstarted but we participated on a small scale and still managed to know every student in the program. However, the pressure grew from within the University and the Office of Education to expand the program and it soon became a game of numbers and with the small staff we had at that time we were unable to give each student the individual attention he needed. We stopped trying to check on the student's monthly academic progress and waited until the end of the semester when it usually was too late. We still continued to cope with their financial problems but finally abandoned any pretense of dealing with their academic ones.

We lost the personal contact with the students and this resulted in increasing disillusionment and tensions. Several faculty members attempted to assist the students with their courses but it was not too successful. Finally the students drew up a list of grievances and maintained a quiet but steady pressure on the Administration to sit down with them and solve the problems. After several meetings, it was decided to open an office to deal with their academic problems and to recruit low income students. A program,the Academic Advancement Program, was started for students with very low College Boards but high motivation. Recruiting is carried out by the Director of the Program and students go to the high schools in the Philadelphia, New York City and Camden School systems. Students are encouraged to visit the campus during their Junior and Senior years. Tours are conducted by students only. Any student admitted under this program must consult with the AAP office as to what courses he or she will take. This continues each semester until it is felt the student is strong enough academically to be on his own. Financial aid is granted as long as needed. Some students will take 4½ to 5 years to obtain a degree.

Our largest problems to date have been with Federal Funding and with the Government's refusal to admit that some students need more than 4 years to complete their post secondary education and that Federal aid should be given in the 5th year if necessary. Furthermore, efforts to plan how many students we can support in this program have been frustrated by inadequate Federal Funds and late notices of the amount of funds we will receive. The present Federal Administration plan to close out the National Direct Student Loans and the Supplementary Educational Opportunity Grant Programs

and to use exclusively the new Basic Educational Opportunity Grant Program has added to the uncertainty.

The Basic Opportunity Grant Program is a poor substitute for the other two programs. Its restriction are so harsh and its demands for family contributions from income and assets so high that many needy students are disqualified. To give you one example - this past September we had an orphaned girl who resided with a grandmother living on welfare, refused a Basic Grant on the grounds of no need because she receives $1,265 in Social Security. Yet the Government is still trying to convince people this program of theirs was designed for student with the greatest need.

Studies of the National Direct Student Loan and the Educational Opportunity Grant Programs show they were highly effective and this in spite of bureaucratic red tape and their constant tinkering with the Programs.

I have come to the counclusion that taking in large numbers of these students with out an adequate counseling program is wrong. Furthermore, if the Government is sincere in its desire to aid these students they should adequately fund the programs, give us timely notice of the awards, and let us alone so we can do the job.

Arthur I. Fritz

From conversations among ourselves beforehand, the members of this panel discovered two things on which we can agree. When discussing the financial aid officer in relation to the community, we agree that we are referring to the local community where a college or university is located.

We really, therefore, are discussing this afternoon what is more conventionally known as town-gown relations.

We also agree that while financial aid personnel already engage extensively in community relations much more should be done in this area both for the benefit of their institutions and for the purpose of further distinguishing financial aid as a true profession.

My co-panelists will be focusing upon special problems of community relations while I will attempt to provide a general over-view of the topic.

I consider community relations as an euphemistic term. We all indulge to some extent in political lobbying, private fund raising, and plain public relations. These are not primary responsibilities of a financial aid officer, yet they are part of our jobs. The role of lobbyist or fund raiser still seem in the public eye to be out of character for someone affiliated with an institution of higher learning, thus we assume these roles, but under the heading of community relations.

Community relations is an educational activity. Its purpose is to educate the various segments of community about financial aid opportunities. Our relations with high school students, parents and guidance counselors illustrate this. What we are teaching is that the cost of attending college is not an insurmountable obstacle to further education. We give instruction in the procedures to follow to make the cost of education more manageable. Mr. Fermia will be discussing school relations in detail, so I will only add here the point that a financial aid officer unlike our admission colleagues can be non-partisan when meeting with students and high school personnel. A virtue of American higher education is the diversity among institutions. It is a function of admissions to promote the uniqueness of a particular institution. On the other hand, a virtue of financial aid is its sameness. Application procedures, need analysis, and aid opportunities vary slightly from institution to institution. To be sure, the financial aid process is complex, but it is uniformly complex everywhere. When invited to speak at a college night -- whether we happen to represent an institution which is public or private, large or small, urban or rural -- we can, and I believe should, speak about student aid opportunities and practices on behalf of all institutions. Following this format, we can be of unique service to the secondary school segment of a community.

Continuing with my overview, locally elected officials represent another segment of the community which requires continuing education about student aid. Few municipalities or county governments sponsor aid programs per se, but the complexities and problems of student aid should nonetheless be brought to the attention of the local officials in order to expand their understanding of the operation of institutions located in their jurisdiction.

On the other hand, state legislators from the local area do play an active role in the shaping of student aid programs and therefore, they must be kept informed about the success and failings of state programs. As a rule, government acts only on the edge of a crisis. Consequently, if there are problems with a state aid program, the legislature must be convinced the problem cannot be solved without its intervention. Where the leadership of our respective state professional associations has the responsibility for working with the legislature in the capitol, the individual financial aid officer is responsible for working with the representative to the legislature from the local area. But bear in mind that when dealing with legislators it is equally important not only to define the problems, but also to simultaneously propose specific plans for solution of the problem. Politicians are generalists. They have a general understanding about many public issues and without informed guidance about a given problem they cannot be expected to develop a satisfactory change in policy. Higher education has been complimented on its ability to react to legislation, but criticized correctly for its lack of initiative in promoting public policy ideas. With the increasing emphasis on student aid as the way of reforming the financing of higher education in the future, it is critically important that financial aid officers both individually and collectively be in the vanguard for taking the initiative.

Local industry represents another community constituent of financial aid. Industry is a key source of off-campus employment for students particularly during the summer months. Also, industry is extensively engaged in the business of student aid sponsoring, for example, scholarship programs for sons and daughters of eligible employees.

Alumni of our institutions who reside and work in the local community are another of our community constituents. They can, if properly informed and guided, be of invalu able assistance with pre-college counseling and recruitment. They can lend their influence on elected officials and other prominent individuals in the community. If they are self-employed, they should be particularly inclined to provide part-time employment opportunities for undergaraduates from their alma mater.

Commonly overlooked as a community constituent is the local communications media. Through the campus new bureau or directly by the financial aid office. Television and radio stations and the newspapers should be furnished steady flow of releases concerning student aid. The T.V. stations in my area have agreed to provide gratis 30-second spot announcements concerning College Work-Study opportunities for eligible employers. Similarly, the newspapers regularly print articles prepared by the financial aid staff.

In the face of the new need test requirement for guaranteed loans, plus the latest downward trend in the economy, banks and other local lending institutions deserve highest priorty in the community relations effort by financial aid. Neither Sallie Mae nor directives from Washington and state guarantee agencies appear to have convinced lenders of the flexibility of the new regulations and the avilability of expanding capitol for new loans. If GSLP is to continue to be a real aid opportunity for students, financial aid officers must more vigorously communicate and educate lenders about the program. This means doing more than discussing by phone individual student cases which has been our routine means of contact in recent months.

Community relations is mainly volunteer work. It requires one to take the initiative. This means introducing ourselves to local foundation officials and volunteering to assist them with student aid projects they may sponsor. Similarly contact local businesses and volunteer to assist them in administering their employee dependent scholarships. Join the jaycee speakers bureau and accept every invitation to speak about student aid or the broader topic of financing post-secondary education whether it be

before a ninth grade PTA or a senior citizens organization. In cooperation with our state associations, we can volunteer to conduct studies for the state legislature. The possibilities for opening contact with the public are countless. And the rewards can be as great.

Through community relations we can cultivate potential benefactors for our institutions and students. In this sense, we expand our public image beyond that of mere spenders -- or disbursers -- of funds. Through community relations we can demonstrate our professional breadth and thereby help shed our image as technicians or glorified accountants. Through community relations we help dispel the ivory-tower concept of our institutions. Through community relations the myths of financial aid are exposed and students better understand the policies and procedures of aid which can only make their education careers and our own day to day duties as well, more easy and enjoyable. Through community relations our elected representatives can be encouraged to revise and expand government aid programs along lines we know from our unique experience will be administratively sound and of greatest benefit to students.

I fully realize my perception of the role of financial aid and community relations is an ambitious one. But I am convinced, also, that the importance of this role has not been overstated.

Calixo Marques

I would like to preface my remarks with certain facts coming out of my experience at Community College of Philadelphia.

Our financial aid awards total about two million dollars. While this is not large in comparison to four year schools, at Community College it is about 1/3 of the operating budget.

The second reality that is closely related to this is the high percentage (about 1/3) of our student body that is academically marginal. They come to Community College for their chance to better themselves.

Since we are supposed to talk about financial aid in relation to the community at large, I want to present several concerns mostly around the problem of the marginal student.

My generation, I feel, has over-sold what higher education can really do for people. I am glad to see marginal students at Community College get a chance to see what they can really learn in order to improve themselves, but too often there has been a distorted amount of over-expectation on the part of students, even in our one year certificate programs.

Since we are a Community College nearly all of our funding for financial aid comes from the Office of Education of HEW. This means that if a student is to get a Supplement Educational Opportunity Grant (SEOG) it has to be matched with either other grants, or loan and/or work-study. These students are able to apply and receive other grants but most of our marginal students can only get SEOG grants.

Because the student is marginal we cannot expect more than the minimum amount of College Work-Study from him - 10-15 hours per week. The rest of the match has to be National Direct Student Loan (NDSL) loan, depending on the curriculum. None of these students can apply for the state grants because they are usually carrying about six to nine credit courses and the rest is remedial.

My concern in a nut-shell is that when I give one of these marginal students a loan and he does not make it and has to drop out, he now is worse off than when he started college because now he has a loan to pay off. Also, we have added to his already mounting feelings of previous failures another failure which is saddled with a loan.

I say this is a community problem because the Office of Education of HEW needs to hear from communities and people what is happening to them. I believe in giving students a chance to up-grade themselves, but I don't see the morality of sending that student back into society worse economically than when he started. Perhaps, a special program of financial aid of total grants for the first year with an increase on loans as he advances academically. At Community College where we have such a high rate of marginal students we do not have the grants available to match federal grants such as the SEOG. And, usually the marginal student goes hand in hand as a "total need" student, compounding the problem.

ADVISEMENT CRITICAL TO ACADEMIC SUCCESS OF MINORITY STUDENTS

Moderator: Winston Thompson, Associate Dean-Student Affairs
Livingston College, New Brunswick, New Jersey

Panelists: Linda Gonzalves, Coordinator of Advising
Livingston College, New Brunswick, New Jersey

Calvin Woodland, Coordinator of Advisement
Essex County College. Newark, New Jersey

Recorder: Laura Rogers, Counselor, Essex County College
Newark, New Jersey

Linda Gonzalves

The Minority Student In The Large University

Out of the 60's came "consciousness" that, among other thing, became a mandate for all educational institutions to deal with non-traditional students. Many institutions of various sizes and direction are now servicing populations that previously had been denied access to higher education. Although, the individual commitment varies from campus to campus, it is my observation that one factor inevitably exists in most cases: special programs are introduced into existing structures rather than the institution undergoing changes in its structure.

With the exception of a few previously existing innovative institutions, most colleges and universities maintained their original structure of registration by credit departmentalized curriculum and majors, hierarchies of learning experiences and very little self-assessment and self-learning on the part of the student population.

It is my belief that this failure to change the core structure of the institution has been the single most detrimental factor in the struggle to implement alternate educational systems.

As long as the educational structure is one of "survival" of the fittest, institution will continue to select against the disadvantaged. The institutional structure significantly determines the type of process that occures between faculty and student and between student and knowledge. One outstanding example is the maintenance of a registration process whereby student sign on for four (4) or five (5) courses through a bureaucratic structure that rarely involves prior teacher-student contact. This bypasses any prior agreement or contacting between student and faculty that would clarify both sets of expectations and would potentially place the student in a position of actively seeking certain knowledge for the professor. Prior explorations would put the student in a process of rationalizing his course selections in relationship to his plan for self-knowledge (that this is to be done in the advising process is a superficial act unless each instructor advises students into his course.)

One of the few positions that can generally be agreed upon in educational theory is that a learner, learns best if he is actively involved in a problem solving, discovery process. Under the currently prevalent system of course registration the student either accepts an institutional format of what is to be a "well rounded" education or, in the more innovative school the student may become involved in a self-growth analysis of the course selection, but what usually occurs is that any ccurse is chosen in order to get through the system.

For most students the result, is that registering for a course is seen to be half of the "credit gaining battle" and all that remains is to play it right to the end. A rigid bureaucratic structure continues to alienate the student of the present as it did in the 60's regardless of his degree of traditional preparation. Alternate systems, or structures have been initiated at some schools, such as Empire State where plans are underway for self-paced, contract based committments between students and faculty. The student makes a choice among available learning experiences, which often vary beyond the traditional classroom/lecture process. The main factor in these processes is the explicit attention of each student to his own individual growth.

Another area of controversy in the minority program is that of diagnosis and remediation. One assumption made by self-directed educational experiences is that the student is the best judge of his own growth. A further assumption is that learning is a function of attention and that the preferred state of attention is one that arises out of the individual's own understanding of why he is attending to a given stimuli (reading, discussions, observing, thinking etc.)

To divorce the super-structure from the educational theory is a fallacy. A self-directed education underwhich students fulfilling one-to-one contracts with faculty can take six (6) weeks or six (6) months to complete a given area of study will provide all students with the educational processes that meets their needs. A myth is being created that Black, Puerto Rican and poor student need "structure", which is then equated to rigidity, monitoring , standards, limitations, selectivity, etc.

Great strains are put on the student-advisor contact, when in fact student-faculty contact is being subordinated to a bureaucratic system. Great emphasis is placed on the advisor or counselor understanding the student's problem, instead of seeing the student's need to understand his own abilities and the subsequent development as the missing links. I do not belittle the importance of the recognition and acceptance of emotions or the necessity of working through feelings and personal problems that occurs in advising and counseling relationships. But I do feel that the counselor/advisor also faces the student's frustration with the system.

The advisor/counselor can rarely cure, occasional facilitate, and always listen. But equal education will only occur when each student is seen as an individually developing organism who pursues his own knowledge seeking in a structure that allows for better yet creates self-assessment, self-pacing and self-judging. This means open admissions that submits the student to a self-assessment of his reasons for wanting to under go higher education. A registration process that puts the contract between the faculty member and the student, and allows for a self-paced system. And an advising/teaching process that facilitates the student's pursuit of what he has decided he wants to know. This calls for a severe reduction of emphasis upon grading, academic calendars deadlines, etc.

Calvin E. Woodland

One of the most difficult barriers to higher education for members of minority groups has been low test scores, and low academic performances. In an era in which college admission is determined by test scores and grades, the barriers imposed by the condition of poverty and inadequate schooling have proved formidable for minority students contemplating college entrance.

The minority student's entry into the higher education arena represents to him or

her a complex and often an insensitive process. Aside from the pressures that have to deal with meeting certain admissions requirements, financial aid guidelines and relating to the social milieu of that particular institution, the student is also confronted with the basic question of what curriculum he is going to pursue, taking in consideration his particular personal and career goals.

The purpose of advisement is to help the student choose a program of study which will serve him in the development of his potential. As such, academic advisement is a central and important activity in the process of education.

In response to this need special tests were developed for use in the College's testing program whereby there would be available to Educational Advisors and additional information which was somewhat more accurate and useful in the placement of students into courses. It is, therefore, important that the institution assumes a leadership role in developing the necessary strategies and resources in providing needed services to the non-traditional student. Unless there exists a unified philosophic approach on the part of the entire institution in emphasizing this need, there is the likelihood that the learning model will be geared to the concept of the "regular school system."

Although the open door community college admits students who are for the most part, academically less qualified, it is not unusual to find some students who lack the formal educational experiences but due to their life experiences there is sufficient understanding of what is required in terms of their college experience. This individual is usually the older student who has definite goals established and has made some decision about what direction he has planned to undertake in this college program. In the in-service training of our staff we have emphasized the importance of evaluating carefully the functional experiences of these students, recognizing that their development in this area can take place outside of the class room as well.

In the process of advising the student the ultimate aim should be to provide him the opportunity for selecting options which permits him to realize the maximal chance of success at whatever level he opts (terminal degree, transfer programs).

Whether or not the student is deficient in development of the cognitive and culture areas, it is important that the decision made regarding his academic program affords the student some choices in spite of the fact that it may be expedient to direct him in a prescribed program designed to elevate the area of proficiency in the basic functional skills.

Students who are in need of developmental work should not only receive the kind of information that pertains to their placement on tests, but also what are their strengths in these areas and how they can be reinforced in an intensive instructional program. This approach to the student plays an important part in enhancing the student's self-confidence. With a conscientious effort on the part of the advisor, it is possible to maximize this opportunity in pointing out to students some realistic guideposts which may serve to reduce the "fear-of-failure" syndrome. However, we should avoid allowing the student only to select easy tasks, where success is virtually assured.

The advisement staff must take into consideration the test environment existing at the time this student was being tested. Most of our students have had very little experience in test-taking. Upon questioning them concerning the conditions at the time they were tested, the general response seems to indicate a lack of attention toward this factor on the part of the institution providing the ideal setting for administering the test.

The advisement process is also a counseling process in relating to the student's self-image, achievements, and needs. The advisor should have available all relevant materials (catalogues, academic class schedules) so that the student can be aware of what is required for completion of the degree requirements.

Another problem that sometime occurs in regard to the advisement process is when various departments and instructors pressure the advisor to recruit students into their classes or special programs. Counselors serving on the College-Wide Curriculum Committee and through attending a divisional curriculum meetings have provided valuable input concerning the feasibility and worth of newly proposed courses. The College-Wide Curriculum Committee is the (mechanism) by which students, teaching faculty, and counselor evaluate and determine whether or not proposed courses and curricula are designed in keeping with the student's needs and interests.

Many of the concerns of advisement pertaining to minority students are also common to all students. In providing these services to the minority students, priorty must not only be given to supportive services being available in the instructional areas, but concern as well in the financial aid services, student life programs, and the availability referral services in the community. This type of student considers advisement one of the most crucialaspects of his college experience. For he knows that if it does not serve him well, the chances are great there that his progress towards graduation will be delayed. There is the feeling of urgency in that plans must go according to schedule. Getting behind by this timetablecreates uncertainty and anxiety concerning plans for transfer or job placement.

What is essential then to the development of an effective system of advisement for the minority student is the concern and sensitivity to their needs and aspirations whereby their strengths and talents can be matched with those of society as the ultimate goal in the development of total individual and societal potential.

Institutions of higher education must not only be charged with assuring members of ethnic minorities equality of educational opportunity, but also they must be aware of practices and procedures devised that seem to divorce themselves from a humanistic approach at this level in the educational process.

Summary

The following are summarized questions and responses to the paper delivered by Ms. Linda Gonzalves: The Mirority Student in the Large University

Q. How should an institution determine who fulfills the counselor-advisor role? What criteria are used?

A. My feeling at this point, having been a counselor for a year and a half in some programs and now, working in advisement, is the need to have the institution make a clear and honest determination of what roles they expect the counselor/advisor to fulfill. In addition, the institution must clarify its structure to the candidate for a position so that the person can decide if the processes are compatible with those of the institution and his own philosophical stance. Furthermore, I think the institution has played games quite a bit, and that the contract has been one thing in the catalog and in reality another thing in practice. I'm proposing that the institution should provide a spectrum of people for your consumer - the student. The institution must decide if in fact it wants counselors, advisor or either. Often the student approaching the counselor or advisor is not clear which service he really wants. You have to be clear that your institution wants what you are professing to have. If not, you run into frustration and battles.

Q. Are we speaking only of the full-time day students? What about the parttime evening student?

A. Quite often evening students who are out in the world of work have differing needs. Their goals are more clear and relate to some specific academic objective that will result in advancement on the job, a change of job, and economic mobility. Their need for counseling and advisement is no less critical however, and should be made available by the institution. The institution must be willing to provide flexibility in both course offerings and services

rendered.

Q. Would you go more deeply into what you mean by a more liberalized and flexible academic programs? Is the four year college or university duplicating the efforts of the community college?

A. Counselors and advisors are responsible for keeping abreast of the changing job market and professional qualifications. Interpreting this knowledge to the institution is essential so that programs and courses can be flexible enough to reflect these changes. Therefore, it is incumbent upon the institution to identify and recommend those courses or programs that meet this need, and eliminate those programs that do not. Counselors services on curriculum committees have played an important role in having irrelevant curricula eliminated from the college offerings and in proposing new curricula that are reflective current student demands.

I have completely avoided the word liberal and don't think I got into the word progressive and I did have to throw in the word flexible because I did not think in this case there was time to be as concrete as you're now asking for, which is justified. No, I think that what I'm talking about is not a system that would have less structure, it would have a different structure. Which means that the students coming in would go through a process of self assessment in the beginning. They would relate to a skill and an interest and it would be a continuing process.

Q. When do you expect faculty to become part of the advising team? How do you get faculty to keep office hours?

A. In our setting at Essex County College the department does not take responsibility for advisement until the student declares a major. Many faculty in two and four year institutions resent this function and frequently fail to show up for office hours. The solution must stem from pressuring colleagues. It's peer pressure that works.

Part II

The following are the summarized questions and responses to the paper delivered by Mr. Calvin Woodland: Advisement: Its Role and Implications with Minority Students In an Open Door Community College

Q. How do counselors help students clarify their purposes for being in college?

A. In a community college such as Essex it is not uncommon to find students who have never sat down to explore or discuss their interests, aspirations, or what opportunities exist for them. This is especially true of minority students whom college is some sort of mystical world whereby everyone is supposedly transformed into some kind of "intellectual." It becomes the counselor's role to help them enter the process which will aid them in sorting through their interests, abilities and the options that will allow them to utilize this newly acquired self-knowledge and relate it to academic career choices.

Q. Why not institute programs prior the students entrance into college?

A. I agree that an orientation process that precedes advisement, and registration would contribute greatly to the students adaption to new and confusing procedures. As you know all of us have gone through registration and it's a debilitating process and many students give up.

Q. Would you give me a true picture of a community college? Isn't it true that more students are going to community colleges?

A. I can only base my response on my experiences at Essex County College where 1 have worked for the past 4 years. Essex County College is a microcosm of the

problems that exist in depressed urban centers. Its students reflect the economic and social deprivation common to many in these centers; educational deficiencies are reflected in low performance levels., Very often one find students with high aspirations but without the academic skills to achieve their goals successfully. This place a great burden upon the faculty and counselors in community colleges who must enable the student to meet his objectives.

Though many community colleges operate like traditional colleges, those in urban areas have found it necesssary to develop and implement innovative programs and services for the non-traditional student.

Part III

Because of space limitations and the specified need for brevity, we are only able to summariza here some of the questions posed by the audience. The following are questions that were also addressed:

(A) How successful are community college students who transfer to other colleges?

(B) Do student personnel services with these colleges have access to community services?

(C) What kinds of programs exist for veterans?

(D) Would you please comment on changes made by institutions that are directly the result of minorities in attendance?

Summary

Fundamental to the issue of opening the doors of higher education to disadvantaged minorities, is the ability and willingness of these institutions to provide supportive services which will allow minority student the maximum opportunity to utilize those resources the institution has to offer. Student Personnel workers, faculty, and administrators of colleges and universities admitting large numbers of minority students with academic and economic disadvantages, have begun to recognize advisement as one of the support services critical to the realization of higher education goals.

All too often the institution that purports to have made access to higher education a reality for minorities, have through their own inexperience or lack of foresight inadvertently placed additional barriers in the paths of these students. Failure can be traced to institutional unwillingness to depart from traditional approaches and change core structures. This has been one of the most detrimental factors in the strug gle to implement alternate, non-traditional, innovative educational systems. This seem ing paradox of helping yet hindering, must be resolved if we are to advance beyond mere lip service to equality of opportunity toward equality of educational status. Whether minority students enter higher education through compensatory programs of large universities or through open-door community colleges, the extent to which they will succeed is heavily determined by his acquisition of the skills and insights that will help him negotiate his way through an unfamiliar system.

The papers presented for discussion in the workshop entitled "Advisement Critical to the Academic Success of Minority Students", set forth the determinants crucial to quality of an effective advisement system. They present the problems faced by two different types of institutions: Essex County College, a community college in Newark and Livingston College of Rutgers University.

For many non-traditional students the initial advisement is the first opportunity they have to begin evaluating and integrating their educational and personal attainments. The advisement process, which is essentially a Counseling process, requires that the advisor be cognizant of the student's achievements, needs and goals. The advisor's job extends beyond mere assistance with placement into entry-level courses and

information about curriculum to the equally important task of reinforcing the techniques for survival in college.

Even if the advisor has adequately done his job he often finds that institutional regulations and governmental funding guidelines create dilemmas, and sometimes militate against the best interests of students. Advisors often voice frustration over procedures during hectic registration periods that can result in the undoing of intricately arrived at decisions between advisor and advisee. The outcome of advisement critically effects the student's level of performance in the classroom.

Based upon empirical and research data these papers have built a case for proposing a "unified philosophical approach on the part of the entire institution", that would address the affective as well as cognitive needs of students. Colleges and universities are challenged to demonstrate their commitment to change by providing superior and creative educational offerings and services that would allow disadvantaged students to compete fairly in the academic arena.

WORKSHOP FOR NEW REGISTRARS

Moderator: Fred Franklin, Registrar
Delaware State College, Dover, Delaware

Panelists: Lucille Norman (Mrs. Bart), Registrar
Hood College, Frederick, Maryland

James H. Wagner, Registrar
Lehigh University, Bethlehem, Pennsylvania

Charles P. Hurd, Registrar
Columbia University, New York, New York

Recorder: Rev. Fabian McNicol, Registrar, St. Francis College, Loretta., Pennsylvania

Lucille Norman

Mr. Franklin asked me to prepare a list of some of the things that my office is responsible for in reporting to the members of the college administration.

I think it is important for you to know the type of institution that I represent. Hood College is a very small college. It is a women's college. We do have 33 men in degree programs but they are very special. The things that I prepare for the administration are largely determined and are used because of the type of school that we are.

Some of the points that I will mention might seem quite unimportant but are found to be quite the opposite when the registrar is besieged with questions and requests for statistics from every quarter. Whether we like it or not, we must be a data bank. We must have facts and statistics about a great variety of subjects. And we must, it seems have them in an even greater variety of ways. Many of the forms that we must complete every year for this agency or that seem to change everytime the request is made. We must be ready and have the information in the manner they desire it.

I think it very important for a registrar to be part of policy-making committees. If it is at all possible, keep yourself in the limelight on records committees, academic standing committees, curriculum committees, any group that is responsible for making policy. If the opportunity presents itself, even offer your services as secretary for these groups. This will mean an additional and difficult task but it will enable you to know what is needed as curriculum is being developed and trends discussed. This will give you needed background for your work because then you will have firsthand the input from all segments of your college community.

What things do I keep records on? Well, one record that I consider very important is that of teaching loads. Year after year, these become increasingly important to the academic dean who is responsible for the hiring and firing of teaching personnel. In determining tenure for teachers, the department ratios of tenured faculty members, the dean will draw on such statistics as teaching loads, course enrollments, etc. These figures are important also to the controller as he builds his budget from year to year. In fact, the entire administration is becoming, of necessity, more budget-minded. So think twice before throwing away any statistics that might be of help to them.

Keep your enrollment summaries in as many ways as you can think of. As I mentioned, it seems that we cannot predict just how the various agencies will request their information. The HEGIS report even has asked for the counties from which the students come. So keep your geographic lists on file.

I have found also that figures relating to the religious affiliation of students is important. Several years ago at our college, the charts I had kept from several years back on religious affiliation proved to be of inestimable value to our legal counsel in a court case. Winning the case resulted in our receiving financial help which we would not have gained otherwise.

Too, it is helpful to maintain charts on student attrition percentages: how many students enroll, how many actually graduate, how many enroll as freshmen, how many as transfers, if they transfer out, where do they go, why did they go. These facts help to determine weak points in the curriculum perhaps, and may guide the academic dean in structuring new programs, improving old ones. Your charts may show him where the weak points are, where improvement should come.

Statistics on the actual size of classes is very valuable. When we built our new classroom building at Hood, I could show them my class cards. From the statistics that I had kept, it was possible to determine how many classrooms we really needed and what size they should be, how many to seat 90 students, how many for 25, how many seminar rooms for 10-15 students. I could prove that we didn't need a big auditorium, nor did we need more than one classroom that would seat 90. Statistics on class size helped our architect give us what we needed and prevented a waste of valuable space. I could tell them that we needed classrooms that would seat 20-25-30, not hundreds. I had the facts to prove it.

I also keep statistics on the number of students in the various major departments. Department chairmen find this very valuable in planning their faculty needs. The president, too, is finding these figures helpful in determining which departments need development, which do not. It gives him the needed facts to spur some departments to make needed improvements; to find out why they do not attract more students to that department; to determine where development is needed.

Another set of statistics that I have found to be very important is that of grade distribution. Such statistics can answer the questions: Are our standards being lowered? Are we accepting more students who are not as well prepared? Mid-term low grades are very important with the correlation of the final grade distribution in studying your grading pattern. The Middle States team who recently re-evaluated Hood College considered this area of grade distribution very important.

We have established a co-operative program with our neighboring Frederick Community College, which has had as one very beneficial result, the more practical use of faculty in both institutions. This program, of course, demands a distinct set of statistics: what courses your students are taking at the other institution, what courses their students are taking at yours, etc. These will lead to the avoiding of a duplication of effort, poor use of faculty, poor use of facilities, and consequently will be a financial saving for both.

Statistics on students studying abroad are necessary. Where do students go? How many years? From which class? These statistics are important to the faculty when they are setting up guideline policies for degree requirements. It helps determine such things as: May a student study abroad during the senior year? Should it be for one semester? Must it be during the junior year? When is the best time for a student to be away? The facts you keep regarding study abroad will no doubt prove very helpful to a number of committees.

Although Hood College does not conduct summer sessions, its students do attend summer school at other institutions. The statistics that I have kept on these students have been of great value to the academic dean in determining whether students are attending summer school to pick up enrichment courses, to work off requirements, or to accelerate their program, this affects the budget. We have seen an increasing number of students who finish in 3½ years, which presents problems to the Admissions Committee which is responsible for replacing December graduates with January entrants.

Keep your schedule cards. Keep your report forms. Keep them for many years and microfilm them regularly. Keep information on foreign students who enroll. Their embassies regularly request such information from years back. Government agencies, too, find such information helpful. Make known to all, particularly new members of the faculty, the scope and responsibility of your office. Things will run more smoothly. Registrars have to be a bit agressive.

Keep a master copy of the catalog in your office. Your copy must be complete, with all pages, all corrections, all additions, etc. Index all the minutes of your meetings so you can readily answer questions as to when this or that policy went into effect. This will gain you the respect of your faculty.

Some years ago at a meeting such as this, a registrar on one of the panels said, "Registrars have to be the watchdog." So, I think that I will end with that. You do have to be a watchdog to see that all things are always in their right place and that you have all the information that your administration might need someday, sometime.

James H. Wagner

Let's look at schedules first. I have always been interested in schedule building, perhaps because I like mathematical things. Most registrars are involved to some extent in schedule building. If they aren't, I think they should be.

At Lehigh, we have done it several ways. In 1946 they used an IBM keypunch and sorter. The students would pre-register for the courses they wanted to take. The registrar would code these courses and punch this information in IBM cards. By using the sorter he would pull out one course at a time, assign the hours in pencil, and build his schedule from these pre-registrations. Later, we added more IBM equipment. We called this method Inductive Schedule Building. However, as this method tended to give the faculty their teaching hours a bit later than they would like to have them, we began to build the schedule before pre-registration so that the faculty would have a better idea of their teaching hours in advance.

We called this method the Deductive method. We built our schedule from the curriculum, our knowledge of past practices, what courses and course combinations the students were asking for. You have the option of building a schedule from basic information or from catalog information making any re-adjustments after registration with or without machines.

The number of class days each week has quite an effect on your scheduling. We discontinued Saturday classes at Lehigh about two years ago. However, in my opinion, there is no comparable system for the best use of facilities and for giving the student the maximum choice of courses than the six-day week. It permits four class sequences Monday, Wednesday, and Friday, and four sequences Tuesday, Thursday and Saturday.

In larger institutions, sectioning may present a problem. We find that at Lehigh, 80% of our undergraduate courses are scheduled as single sections and we only have seven morning sequences: four on Monday, Wednesday and Friday; three on Tuesday and Thursday, plus whatever we can get out of the afternoon.

The schedule can be a real challenge and how you solve the scheduling problem can affect not only faculty well-being, but also student ability to get the courses and the combination of the courses that they would like to get for the tuition they pay.

Space utilization is always a problem, particularly in private institutions. We are always trying to figure out ways and means of better utilization of space.

As Registrars, you are no doubt interested in possible ways of keeping up-to-date on the Selective Service situation. There is a director in each state, and generally, a student deferment man working under the state director. There are also men assigned to various areas. Perhaps in Pennsylvania, for example, there may be 4 or 5. These can be contacted easily by phone for the latest information on Selective Service. There are also several publications which are helpful. Higher Education, published by the American Council on Education will alert you to late developments. If you want more detail there is the Federal Register which is published daily. This is the legal document listing all the administrative laws of the federal government and anything very important in the Selective Service area would be entered in that document. Selective Service has its own publication, a monthly news letter, Selective Service. This can be procured by asking to be put on their mailing list.

The Chairman has asked me to comment on the relationship between the computer office and the registrar's office. Two years ago Lehigh was, a unit record system, which we considered quite satisfactory. We could register students in a minute, get grades out the same day we received them, and produced transcripts about 24 hours after the grades came in.

But, however good the system may or may not have been, it was felt that a student data base should be developed to facilitate completing the various questionnaires offices were receiving. We wanted a full-time man to protect our interests in the computer operation and we wanted to run a parallel operation for a minimum of 12 months. But we went ahead and crossed one bridge at a time. We have had some things in the computer area that have helped us.

In establishing a student data base, we had to change from our card system to the newly designed office form which was supposed to facilitate the transfer of student information to the computer. With the old system, each student filled out a personal data card, which was pre-punched with the student's name. This required the student to fill out a new card for each semester, but we never considered this too difficult. It provided us with a set of statistical data cards which were readily accessible for statistical data when we wished.

Now, using the new forms, much of the data is already printed on the form. This is sent to the student with his registration packet. He is asked to verify the information and sign it indicating that all is correct. Problems are encountered, however, when we find student errors later on. To correct the error, we must make out another code sheet, print out the name, look up the social security number, resulting in a lot of extra coding.

We have experienced a time lag too on getting the material through the computer. Where, under the card system, we were able to sort our cards alphabetically in about ten minutes, we find that it is not quite so easy with 6000 of these forms. They are not in order and putting them in order requires many man-hours of work. When you get an error printout from the computer, you may not even know who it pertains to if the social security number if wrong. Even if you would know who it is, you don't know where the form is to check the error against. These are some of the problems we are meeting but we hope that there are workable solutions to them. These and others can be expected when you move from one system to another.

The computer has helped us in the matter of examination scheduling. Previously, using the sorter, we used 24 groups for exams. This was cut by computer to 20 groups last fall which meant that the Saturday before Christmas and Saturday afternoon after Christmas, we did not need to schedule exams.

Though the use of the computer offers valuable helps, we find that with a systems office determining programs, control groups determining priorities between the registrar and accounting offices and the computer center, we have lost control of the processes, and control is vital.

We can get drop-adds processed. We can code the material to turn over to the control group. Then we lose control over the matter. The work may go to keypunch tomorrow; it may go to the next day; it may be farmed out to keypunch in Allentown or Easton instead of Bethlehem, whereas, previously, after finishing the drop-adds we sent them to the keypunch and our men did it. We have lost the total control which we enjoyed when we had all machines under our own jurisdiction.

The basic problem seems to be that our people do not know enough about the computer and the computer personnel do not know enough about the operations and needs of the registrar, and until this deficiency is overcome, there will continue to be difficulties. We must learn, too, how to make the machines serve us and our needs, rather than the opposite.

In closing, I would like to leave you with a thought I picked up at a meeting such as this one some time ago. There are no doubt some of you here that remember

that speech by a former president of MSCROA, E. Vincent O'Brien, which he closed by mentioning that there are two worlds in the dictionary, stature and status. A lot of people want status but Vince admonished us at that meeting to remember that stature comes before status not only in the dictionary.

Charles P. Hurd

You're going to have to shift gears at this stage of the meeting because, after listening to the preceding panelists and all the information they gave you, I feel I am going from the sublime to the ridiculous, because the few things that I want to say are essentials, obvious and really trite. But to me, the things that through hard experience, have really proved to be the most important, are generalities. I hope you won't think of them just as generalities because I am sincere in saying that in being successful in the kind of a job, in the position that a registrar occupies in an educational institution, requires certain traits--instincts, if you will--that are going to assure his success or lack of it.

Now, the first thing that I feel is most important is that a registrar must be able to get along well with people. A registrar is kind of a middle-man. He deals with all kinds of people, all levels of people: students, faculty, administration, buildings-and-grounds people. You name it. He is looked at in the middle. Everything is going back and forth, in and out, round and about. He has to deal with all of these people day in and day out. The ability to do that and maintain respect, maintain good will, maintain understanding, is going to determine in a large degree success or failure.

Take Columbia, for example. Everyone says Columbia is a big institution. (It isn't anymore in terms of what's happening to the rest of the country.) But we are a large institution. More importantly, we are a complex institution. We have possibly 82 deans at various levels floating around: young ones, old ones, good ones, bad ones, tough ones, easy ones, every kind, size and shape you can think of. Law deans traditionally are mean guys; the congenial liberal arts dean is long gone. It's a fact that you have to deal with these people and deal with them successfully or you are not going to be successful. It doesn't mean you have to like them but it does mean that you have to be able to get along with them, to make them understand that you are not an obstacle, that you are not a roadblock, you are not a guy throwing paper at them; that you are aware of the problems that they face, that you want to assist them in solving those problems in any way you can, to deal with them in a positive manner that makes them aware of that. Once they are aware of it, it has been my experience, you become more useful, you become happier.

Part of this is, I think, the ability to maintain and sustain your sense of humour. There are too many people in education that take it with such utter and deadly seriousness that they become complete "stuffed shirts". I believe there is plenty of room in education and in life for humor and that humor, is one of the most effective ways of being able to get along with people.

In New York state we have a very unusual Commissioner of Education, Joe Nyquist. Joe happened to be my boss at Columbia before I went square--I went to Admissions Officer. He left Columbia and went to Albany, up through the chain of command and finally became the exalted commissioner. To this day, Joe Nyquist has retained the sense of humor he has always had and I believe he is a much more effective commissioner in this state because of that very fact. Not that he is a "dodo"--Don't misunderstand me. But the fact that he does maintain and use humor in his relationship with the people he deals with has made him a better commissioner.

Another point; (Again these are so obvious, that I hesitate to say them) --is to have an awareness of the nature, traditions, customs, idiosyncracies, of your institution.

Columbia has a big name but Columbia is a crazy place. Some of the things we do you wouldn't believe. You would be shocked at them. We don't do them because we are crazy; we do them because that is the way the place happened to grow. The way we are organized, recording functions, the structure of the computer system, the reporting,

who does what for whom, administrative level, all these are just a reflection of how Columbia over the years grew, developed, backed, filled, and changed. It doesn't make it right that it is any one way and it doesn't make it wrong that it is any one way.

I get visitors because we are Columbia and we are in New York from all over the world and they want to know how Columbia is organized. I usually start out by saying, "Okay, I'll tell you how we are organized, but don't think I am lecturing, setting this forth as a model of how you or anyone else should be. This is just the way we happen to be".

I have found that institutional traditions (It seems like a lofty term. I don't mean it that way) that exist are things that must be dealt with, must be lived around, must be worked around. It is not to say that they are there forever, but they exist. So everything you are involved with, whether it is a new system of registering, or grade recording, or grade correcting, you have to say, "Well, what have they been doing for 50 years or more and how is what I am thinking of doing going to affect that? Is it realistic, given our studies?"

For example: In many institutions, freshmen pick courses and the computer or some clerk decides what section they are going into. They have no choice of instructor, time, day pattern. It's done. At Columbia that would cause the revolution of '68 all over again, if you tried to put that through. Traditionally, the custom at Columbia, even though it is a freshman, that freshman has a fighting right to pick the particular instructor, the freshman section of Contemporary Civilization, he is required to take. That is a fact and it exists. It is very inefficient. It is an extraordinary wasteful use of space, use of time, because the departments reflect what the students want and it also reflects when the instructor wants to teach. No instructor is told when he is going to teach a class. He decides. But it is part of the character of the institution.

What I am saying is, get to know what those patterns, those practices, those traditions are at your institution and recognize them--not necessarily as a permanent establishment that will exist forever, but something that exists and something you must recognize and deal with as you think about the things you would like to accomplish.

One final word. Remember what the job of a registrar is. His job is to serve the education program, nothing more. He is a means to an end. He is not an end. His work is not an end. Your procedure must serve the end; serve the end and be wrapped around and adapted for that purpose. Service is a job. Let us never lose sight of that.

Odds and Ends

Following the presentations by the panelists, the meeting was opened to questions and discussion from the floor. Several topics surfaced and were treated briefly.

A question was raised relative to the number of institutions that had already taken some positive action in the event that the energy crisis would demand certain cutbacks in school operation. It was found that in several of the colleges represented definite action had been taken. In one instance, the registrar was given the task of restructuring the second semester should they be forced to curtail operations in January. In another, a mini-semester planned for initial operation in January 1974 had been cancelled. In still another, some thought had been given to just what action would be taken should there be a cut-back in electricity during registration periods. Judging from the response from the fifty-some registrars present, it seemed that the problem had not yet triggered positive steps in a majority of schools.

Remarks volunteered from the floor were directed to the common problem found in most institutions of computer-registrar relationships and its related problem, control of the processes, which Mr. Wagner had treated in his presentation.

It was generally agreed that institutions change to computer operation for the benefit of the entire institution, not just the office of the registrar. Control groups or users' committees, were seen as being necessary for the good of all segments

of the college community: administration, faculty, students. A control group prevents one office from monopolizing computer time; it can assign priorities according to the needs of all those who avail themselves of its use; it eliminates the need of any one office quibbling directly with another as to what is or is not important, what should be done first, etc.

In one school, it was found that the computer center itself set the priorities but only after meeting with representatives from all the offices, at which time, their needs and deadlines were discussed, a schedule was drawn up agreeable to all parties. The computer room, then,was responsible for meeting all the dates agreed upon, providing the various offices met the dates for the submission of their material to the computer room. Even in the case where the office found that they could not quite meet their date, a phone call to the computer room giving a couple of days notice was all that was needed for the computer room to make the necessary adjustments. In another school, the administration was assigned the computer in the mornings; the students and faculty had use of it in the afternoons. The Registrar's Office was given priority at grade time and at class list time.

To the question as to how many institutions registered students by mail, there was little response. None of the registrars present indicated that they conducted registration for full-time undergraduate students by mail. One school did so for their part-time students; one also registered their graduate students by mail.

In answer to a question regarding recent adoption of new procedures particularly relating to registration, Mr. Hurd explained Columbia's Delayed Program Filing procedure which had been tried at Columbia College, the liberal arts division for men, and in their School of General Studies. Briefly: The student registers at the beginning of a term and pays the fees. There is a period of ten days, commonly referred to as the "shopping period," during which the student attends this class or that for a day or so, according to his pleasure, in his effort to arrive at a suitable program. Mr. Hurd noted that the system has its problems. Some courses, particularly freshman courses, must be organized and sections assigned immediately, not after ten days. Then, too, many of the students neglect to file their programs with the registrar at the completion of the "shopping period." Teachers cannot be supplied with accurate class lists promptly; assignment of adequate sized classrooms is difficult; delay in getting the course "off the ground" presents problems for the teachers.

One registrar, representing Alfred University with an enrollment of about 2500 students, noted that they had met with great success with optical scan forms in their pre-registration, drop-add and grading procedures.

Information relative to deferred payment plans currently in effect was requested but it was found that, of the schools represented, only one, the University of Pittsburgh, had tried such a plan, and had been forced to discontinue it because the losses experienced were too great.

Mr. Franklin thanked the panelists for their presentations and expressed appreciation to all present for their interest and attention. The meeting was adjourned.

COUNSELING THE REJECTED PROFESSIONAL SCHOOL APPLICANT

Panelists: Edward Barrett, Asst. Director of Admissions, Pennsylvania College of Optometry, Philadelphia, Pennsylvania

Kevin Diron, Director of Admissions, John Jay College of Criminal Justice, New York, New York

Recorder: Mary Scarry, Student Advisor, University of Pittsburgh School of Nursing, Pittsburgh, Pennsylvania

The people who attended this session were concerned with the problems confronting the professional school applicant. Although no formal topics were presented and no one person served as a moderator, the group did formalize several basic concepts.

Counselling the rejected professional school applicant is a long range advising process which begins with a selection of courses and level of achievement expected by a prospective professional school in relationship to curriculum requirements and the number of applicants who can be admitted in any given year.

Near the conclusion of the session it was the feeling of the group: 1) That it is the institution's responsibility to clearly identify the reasons why the applicant has been rejected; 2) The applicant who has been rejected should be counseled by the advisor at the institution he has attended as an undergraduate student.

In consideration of the advisor's role in counselling prospective applicants certain admissions policies and criteria must be available through published materials; the school bulletin, application materials and other information provided during interviews. The applicant should understand the philosophy of the school to which he seeks admission and any criteria other than Grade Point Average which is considered in making admission decision.

Applicants who have been rejected by an institution have a right to know why they have not been accepted. If an applicant has been rejected for cause, i.e., the credentials did not meet the requirements of the school, an alternate career should be seriously considered. An applicant who has been rejected because the number of qualified applicants far exceeds the number that can be admitted may wish to apply the following year with the opportunity to enhance the credentials to be resubmitted.

The advisor who has been helping the student qualify for a professional school is in the best position to redirect the educational goals of the rejected applicant.

In summary, the people who plan to enter professional schools need to obtain information that identifies the academic requirements, required tests, and interviews with a realistic evaluation of the chances of being admitted. An alternate career goal should be included in the long range planning of the educational program.

WHAT DOES 18-YEAR OLD MAJORITY MEAN FOR COLLEGES?

Moderator: Sara Arthur, Director of Admissions, Finch College, New York, New York

Panelists: Sister M. Joques Earley, Director of Admissions, Marywood College, Scranton, Pennsylvania

Jesse Galin, Admissions Office, Long Island University, Greenvale, New York

Recorder: Marie Schluter, Registrar, Long Island University, Brooklyn, New York

Sister M. Joques Earley, I.H.M.

The position of the 18-year olds in our country is changing rapidly. The change is in the direction of a deeper general awareness of their rights and a greater, though quieter, assertiveness of the privileges to which they are entitled. The changing character of their power is brought about in a great part by the lowering of the majority age to 18 in many states. The implications which this change of status has for institutions of higher learning are many. Where our college population was once composed chiefly of minors, the same college community is now predominately made up of legal adults.

To what extent is the 18-year old majority likely to lead to significant changes

in our institutions? There are some reasons for answering that question pessimistically. However, there are also many tangible benefits the change may confer on both colleges and students.

The first administrators who might have a heightened sense of foreboding are business managers who might reflect on the loss of millions of dollars if the state residency requirement is changed for students in state schools and out-of-state tuition income is no longer realized. The majority age of 18 may multiply the tendency to bill the student rather than the parent. This, of course, could be followed by an increase in the number of students declaring bankruptcy, the consequences being a financial loss to the college.

How will financial aid officers handle the claims of the "independent" student who wishes the status of "emancipation" for the purpose of receiving more financial aid? By definition a self-supporting or independent student is generally a student who is financially independent of his parents or legal guardians. Indeed, is it not imaginable that the "emancipated" son or daughter of a well-to-do executive might receive greater aid than the offspring of lesser paid parents and that our whole system of trying to assist the needy might have to be revised?

In the new financial aid package there might now appear a greater number of corporation-sponsored contracts as 18-year olds see a better opportunity of being in the work and educational worlds simultaneously.

Not least among the college officials faced with problems of majority will be that of the student personnel administrators confronted with the questions of the college's use of comprehensive fees, alcoholic beverage rights in living areas, damage to school property, supervision of health and social activities to name just a few areas of their concerns. Notification to parents on health problems, disciplinary actions, etc. will be questioned. The occupant's rights in his own room might be extended to tenant-landlord leases which, in turn, might be a boon to filling residence halls. Probably now rules will be questioned more on a legal basis rather than in educational or philosophical terms.

Registrars, well versed in the need for a student's signature to relinquish information, will now have a greater number of decisions to make regarding the release of grade reports and notification of withdrawal from college even to parents. The legal aspect is there for them, too, in deciding whether to provide directories of student registrants to local taxing bodies. Majority status will probably not alter the pattern of blocked registration and non-issuance of transcripts to delinquent account holders.

Titles of offices might also change, and the job of ombudsman or arbitrator may be a very important one on campuses that have not yet hired such a person. It is conceivable that a consumer protection agency might also be set up to protect student rights. According to the "Chronicle of Higher Education" of October 29, 1973, there are only three colleges in the country where students have been seated and participate at the collective bargaining table. Will this number grow?

As the non-college goes in the 18-21 year bracket - and there are 7 million of them - realize they are subsidizing the 4 million 18-21 year old college students, will they demand entrance into our institutions and make enrollment forecasting more difficult?

Students can enter into contractual agreements and can sue and be sued for non-fulfillment of contracts. There is very little and 18-year old can not do legally.

As more and more marketing strategies are incorporated into the admissions process, several pockets of deception could be picked out for scrutiny; but let us single out three as the most worrisome: catalogues, advertising, and recruitment practices.

Collectively, we are probably the most idealistic and sensitive group of persons that exist, but in light of today's extreme competition for students we know that some

of our idealism has become shattered. It is an unsettling, but true, fact that some colleges are now promoted with all the gimmicks, intensity, and lack of ethics one limited to the quackery of the medicine man. Will students be shocked at the drastic gap between the performance of the institution and what they were promised? If so, will there be a move to challenge and demand more accurate information from us?

We can all cite a list of abuses in someone else's catalogue, but really let's read what we are promising in our own publications.

Advertising is one - and only one - marketing tool, but one we are using to a greater extent and into which we are pouring much money. Our ads are directed to the adult or the near-adult; but we must also realize that some of these do not have the maturity needed to sift the good from the bad. And law has never conferred maturity on an individual! More truth in packaging could result in unexpected benefits to all. Let us ask that more attention be paid to truth, reason, and good taste in advertising our colleges.

As for "overzealous" personal recruitment, can we say more than let's stay professional and explore the possible avenues of approach to "selling" our colleges in realistic, practical, and ethical terms.

We are in an era which may bring many of our practices into sharp and critical focus. We should take the lead as professionals in helping young adults realize their immense potential for improvement. If we do not lend ourselves to the positive effort of legitimate involvement, others, less concerned with fair play and improvement, will claim their attention and their leadership. Can we ignore the challenge?

Jesse Galin

Mr. Galin stated that New York State does not have an 18-year old majority statute.

ADMISSIONS, ALUMNI, AND DEVELOPMENT WORKING TOGETHER

Moderator: Willis J. Stetson, Ass't. Director of Admissions, University of Delaware, Newark, Delaware

Panelists: Joseph A. Chalmers, Dean of Admissions and Records, Georgetown University, Washington, D. C.

James P. Gallagher, Vice-President for College Relations, Saint Joseph College, Philadelphia, Pennsylvania

G. Gary Ripple, Ass't. Director of Admissions, Bucknell University, Lewisburg, Pennsylvania

Recorder: James G. Lanahan, Admissions Office, Mercyhurst College, Erie, Pennsylvania

Joseph A. Chalmers

The relationship between the admissions officer and those engaged in alumni and fund raising work is one of the most essential to the future of a college or university. But there are far too many instances in which the relationship between the admissions officer and the fund raising personnel are not as cooperative as would be desired. In fact, many admissions officers seem to regard alumni and development officers as natural enemies bent upon interfering in the admissions process. Furthermore, relationships between colleges and their alumni are in most cases one way streets. The only communications forthcoming ask directly for money. There are few opportunities for an institution to demonstrate clearly that it does regard its alumni as special and that it is willing to give them first consideration over other members of the general public.

Georgetown University has developed a preferential admission policy for alumni relations that deserves careful consideration. Their preferential admissions policy has been in effect since 1966. The policy states that 10 per cent of the entering freshmen class will be reserved for sons, daughters, brothers, and sisters of Georgetown Alumni who meet a minimum level of qualifications.

A study has recently been completed in which all of the students who were admitted and who enrolled at Georgetown under this policy, numbering 220 over a five year period, were subjected to statistical analysis. Their performance was compared with that of a central group of 220 non-alumni relatives who were admitted under the normal admissions policy. The members of tnis central group admitted under normal admissions competition were predictably and significantly stronger in their entrance credentials since they received no preference.

The results of the study say that students who are admitted under this special preferential admissions policy achieved at a much higher rate than might reasonably have been expected on the basis of their tested ability and their previous performance. This suggests that such a policy in effect at Georgetown is a sound one. Students admitted under this policy are as successful in moving through the program as other students even though they do not necessarily achieve grades at as high a level. They do graduate thus achieving what might be considered a basic goal of college attendance. Furthermore, these students show more growth in academic accomplishment than do other students.

What does all of this mean? It would suggest that this study indicates that at least one selective university, special treatment can be given to alumni relatives without the feeling that one is compromising institutional integrity or placing the students themselves in an impossible position.

G. Gary Ripple

The use of alumni in admissions has been very successful at Bucknell University. Probably the key reason is the low key approach that they use. It is not a recruiting program but rather transferring information about the university to students and families. The selection, training, and evaluation of the alumni is strictly controlled by the admissions office.

The first year started out as a pilot project in three cities, but has expanded to 75 alumni in twenty-six major cities. The year begins with a Fall workshop explaining the latest developments at the University. During the year, the alumni get involved in interviews, representing the admissions office at College Nights in fringe areas, and follow up on accepted applicants. Actually, the program extends the admissions staff capabilities. The alumni enjoy being involved and getting the opportunity to serve the University. Keeping the size of the program manageable and under the control of the admissions office has been a tremendous help to the University.

With the energy crisis, many admissions offices must look at alternative ways to keep in contact with prospective students. It appears that the alumni could be one of these alternatives.

James P. Gallagher

A factor which is having and will continue to have a major impact on every college and university administrator is the declining birth rate. America's birth rate rose every year from 1939 to 1961. It has dropped every year since 1961. It has dropped every year since 1961, and will continue to drop until the year 1990.

What does this mean to the college administrator? For the admissions officer it means greater difficulty in getting a class. For the development officer it means providing more dollars which might overcome future deficits. Both the admissions officer and the development officer can expect increased pressure in the years ahead. To meet this increased pressure, the two offices must work together and have a continuous exchange of ideas. Both areas should be talking about the marketplace. They should be asking each other questions such as: What are our strengths? How are we

projecting our strengths? What are our weaknesses? What can we do about our weaknesses? Are we applying the money in our respective budgets properly? What is it costing to generate an application? What does it cost to enroll a freshman? What does it cost to generate a gift dollar? Little literature is available pertaining to the cost of enrolling a freshman, but there is quite a bit available concerning cost to generate a gift. It should cost a development officer about $.17 to generate a dollar.

These are types of questions and answers the two offices must be confronting in the years ahead. Critical and dynamic action must be taken if the student money crisis is to be overcome.

A PANEL PRESENTATION ON FORM DESIGN

Moderator: Douglas R. Dickson, Registrar, University of Pennsylvania

Panelists: Ralph H. Jordan, Director of Admissions and Registrar, Harford Community College, Bel Air, Maryland

Florence Pyle, Registrar, Bucknell University Lewisburg, Pennsylvania

L. M. Webster, Registrar, SUNY: College of Cortland Cortland, New York

Recorder: Sister Janet Cavanaugh, Registrar, Saint Rose College, Albany, New York

Ralph H. Jordan

In order to more fully understand what importance forms play in the learning experience we call "college', role playing was incorporated into the presentation. Information gathering was considered from the student's point of view.

Prior to and during the admissions process, the student is confronted with complex op-scan test applications for SAT and/or ACT, application for admission with detailed instructions for high school graduates, non-graduates, transfers, out-of-state residents, in-state residents, forms for requesting a high school transcript, medical history form application for financial assistance, Parents' Confidential Statement, housing requests, etc., etc.

Once the student is accepted he/she is faced with another barrage of forms: student data form, schedule planning form, vocational interest survey, questionnaires on program options, social activities, parking permit forms, application for student ID card, and mysterious computer-generated course cards.

Throughout a student's career in college, forms are ever-present. Student data forms, registration forms, change of schedule forms constantly reappear. Each college could add to the list, but most all use transcript forms, withdrawal forms, student activity forms, instructor evaluation forms, questionnaires galore and, finally, an application for graduation.

Registration and admissions personnel are in ideal positions to re-think, redesign, and simplify procedures used for the gather, recording, sorting, and reporting of information.

Florence Pyle

Probably no one not employed by Standard Register or UARCO has more occasions to design forms than a registrar. Since the task will ever be with us, several questions should be asked and answered before designing a new form.

What is it for: Is it to meet a one-time need? What is the volume? What is the frequency of use? What is the most economical source for supplying the form?

The content of the form is one of the major considerations. Care should be taken not to request information that is already available. Asking for too much information leads to hastily completed and, therefore, inaccurate forms. Examine the proposed form critically to eliminate superfluous items which are no longer relevant. On

the other hand, don't be carried away and omit something which is needed. The pressure of federal and state legislation has altered the type of information which must be available for reporting purposes.

Having determined the content, the arrangement becomes a crucial concern. The ordering of the items should have a pattern which is easy to fill out, easy to read, and easy to transfer, if that is necessary.

Bucknell has made use of grade report mailers with considerable success. Carbonized forms for ID requests have also proved highly satisfactory. Forms can be produced with detachable coupons such as that used by Bucknell to obtain information on cap and gown measurements. The coupons can be routed directly to the bookstore for further processing.

NCR paper can be used for transcript request forms, degree audit, and usually have the advantage of being prepared internally. If an outside supplier is used, the sales representative should be consulted before any form is finalized.

Whatever the form, it should enable work to go more smoothly and efficiently. It is only a piece of paper, but what is on that paper and how it is arranged can be the difference between an orderly operation and chaos.

Laurence M. Webster

The presentation concentrated on the forms used in the registration process since registration is the focal point of data collection. In designing forms for this purpose several points should be considered:

1. Examine the items of information to be gathered. Consult with those offices which will be users of the data in order to determine specific needs.

2. Build on the data which already exists. Consult with the computer center and the Admissions Office to determine items of data which are available.

3. Coordinate data collection with the academic calendar. Allow sufficient time to distribute and collect materials.

4. Consult WICHE manuals and other glossaries.

5. Talk to students and faculty regarding the necessity for accurate information. Personal contact to explain the purpose behind the form encourages cooperation.

6. Use judgment in regard to the quantity of forms to be ordered. A supply of 2½ years would normally be maximum so that flexibility would not be lost.

Question/Answer Period

Session 1: There was some general discussion of the use of optical scanning. Most of those who were in attendance who used optical scanning techniques were satisfied. Only one university has discontinued its use. The accuracy of the data was considered as good or better than previous methods.

Session 2: Q. What is the percentage of error in mark sensing?

A. Percentage varies. Numerical data is usually more accurate than alphabetical items. Freshmen are usually quite conscientious while graduate students are more careless.

Q. Is the editing time in optical scanning less than keypunch time?

A. By far. Examples were given whereby drop/add processing was reduced from five days to half day and grade processing from three days to one hour.

Q. How do you determine whether a student is actually in attendance if the schedule and bill are mailed directly to student?

A. Several methods were mentioned: payment audit, checking with and through the academic department, use of a form sent to instructors, removal of course cards before final class list for any unpaid students.

SHOULD WE BE CONCERNED ABOUT STANDARDS

Moderator: Lee W. Cooke, Director of Admissions, Seton Hall University, South Orange, New Jersey

Panelists: Mildred Covey, Registrar, Goucher College, Baltimore, Maryland

Donald F. Mohnhearn, Registrar, Roberts Wesleyan College, North Chili, New York

W. A. Pemberton, Center for Counseling and Student Development, University of Delaware, Newark, Delaware

Recorder: James Muller, Director of Admissions, Rutgers University - Camden, Camden, New Jersey

W.A. Pemberton

I Definitely concerned with standards

A.) definition
1.) norm centered referenced--measures a student at one particular point in time and assumes that a student will stay there the rest of his life
2.) criterion centered point of view--via a high school record and SAT weighted average, a probable GPA at end of freshman year is predicted
a.) how many of these students actually obtain degrees
b.) how much growth occurs
3.) mastery centered concept--looks where a student will end up which is much more rational but harder to manage

B.) study at University of Delaware of black students admitted over past 5 years with rules bypassed and short cuts taken to admit
1.) there was academic competence maybe not demonstrated in normal criteria
2.) 15% (normally evaluated on high school record and SAT scores) were predicted to achieve a "C" average after freshman year
3.) actually more that 50% were achieving at that level

a.) educational strategy
1) more than 4 years to complete degree
2) carry fewer than 15 or 18 hours
3) drop more courses
4) Listener courses first
5) More pass/fail courses

4.) finding that more people have college ability than what has been suspected

C.) application of criterion of ultimate mastery rather than preliminary preparation
1.) public institutions have to pay less attention to selection and more to change
a.) how many admitted students can be expected to demonstrate sufficient academic ability to obtain a degree

2.) We will allow time and method for achieving standard to vary and hold level of achievement constant

Mildred Covey

I. Standards of performance of a registrar's office

A.) accuracy--an academic record deals with precise data
1.) reported grades are recorded on transcript
a.) devices are assisting faculty in checking grades before reporting
b.) When students question grades, insist that they speak with instructor
c.) when questioning transcript entries from another institution, communicate with counterpart to verify data

B.) clarity --record must be accurately and readily interpreted by authorized recipient
1.) solicit comments from other registrars & faculty
2.) change unclear explanations or headings
3.) clearly reflect institutional policy on transcript regarding non-traditional grading systems
a.) point out student problems when such systems are being considered

C.) promptness--prompt reporting of grades and issuance of transcripts are of critical importance to student
1.) cultivate respect and cooperation for the registrar's office from the faculty
a.) considerate of faculty needs
b.) indicate that deadlines are in the interest of the student not for office convenience

2.) firmness with faculty
a.) let faculty know exactly what is expected of them and why

D.) confidentiality--registrar serves as keeper and guardian of student records
1.) respect privacy of student records and maintain firmness of regulations
a.) only authorized personnel and people specifically authorized by student have access to records

E.) Maintaining of accuracy, clarity, promptness, and confidentiality--an important educational function for student

1.) student has feeling of security
2.) student has sense of pride in his school

Donald F. Mohnhearn

I. Concerned with maintaining academic standards and 2 areas which could cause slipping of standards.

A.) lesser number of students
1.) temptation to admit students with less preparation and lower SAT scores, etc.

2.) faculty then relaxes standards to maintain their jobs

B.) innovations in high schools and colleges

1.) more difficult to evaluate records and to know what kind of student we are getting
2.) credit by examination and external degree programs
a.) an easier non-traditional method
3.) credit by examination and external degree programs
a.) arouses real questions concerning representation of college-level work
b.) causes need for more information than normally available to accurately evaluate records
4.) early admission
a.) is student really as competent as the high school graduate
b.) What happens to younger college freshman
1) is he ready socially and emotionally

5.) internal change
a.) effects many aspects and operations of the college

Question/Answer Period

Many questions were asked of Dr. Pemberton regarding the University of Delaware program.

White students as well as black are in the program. Typically the older student does better than the younger one. A different formula using the same critera (high school rank in class and college board scores) are used for the predicted performance of Black students. What we are dealing with is a group of Students who have performed at a lower level of achievement in the past. We cannot really measure scholastic aptitude but we can measure achievement. Given optimum situations most people can perform successfully. Past achievement is the best predictor of what one will do at the next level. All people are born with 12 billion brain cells. Experiences which produce new interrelationships between these 12 billion cells is what is important. Lets give people more time to find what they can do. The public colleges and universities are being challenged with these students who traditionally would not "hack it." We are finding most people can learn much more regardless of their age. Learning is a lifetime process.

A discussion then followed on university standards regarding early admission, shorter semesters, credit by examination and the changes in grading systems. The panel nor those in attendance could come to any mutual accord on these matters.

STOP-OUT OR COP-OUT?

Moderator: The Rev. Dermot Collins, O.F.M., Director of Admissions, St. Bonaventure University, Olean, New York

Panelists: Natalie Aharonian, Director of Admissions, Douglass College, New Brunswick, New Jersey

Joseph Page, Ass't. Director of Admissions New York University, New York, New York

Joseph Y. Ruth, Director of Admissions, George Washington University, Washington, D. C.

Recorder: James Murphy, Admissions Officer, Manor Junior College, Jenkintown, Pennsylvania

Natalie Aharonian

Stop-out and cop-out are not the same. A phenomenon that exists in education today. The stop-out phenomenon could be due to various things: options outside college, such as correspondence schools, educational programs in business, industry, government, educational aspects of Peace Corps, Vista, etc. The Carnegie Commission recommends that this country expand the concept of future vs. higher education so that people can pursue learning at a stop and go pace throughout their lifetimes. Stop-out might be a slow down as things are moving much faster and the pace of scope and scale of change has been radically altered, that there is a resistance to this acceleration in order to question inherited values, increased variety, change and freedom to which young people are being exposed. It is important to note that stop-outs are temporary, in most cases. Stop-outs occur to high school seniors who want to take time off to get their heads together, want to continue with a college education, but defer admission for a year or so; some are disenchanted with affluent suburban living, bored with the educational process, testing their ability to be on their own, taking time to discover what goals they want to pursue, and some doubt the value of a college education. Most stop-outs don't become drop-outs and eventually return to complete their educational objectives. The college student stop-out is one who either requests a leave of absence (analogous to deferred admission) or simply withdraws. The reason, most often given, are financial or medical. Those who have been away for one or two years and then return is increasing because students are finding the work experience disappointing and the opportunities for mobility limited.

Stop-out is not a cop-out but perhaps variety, rapid change, and abundant freedom experienced by today's youth are causing them to take a temporary respite from traditional educational routes, so that the decisions they reach about their own futures will, at least, have more personal validity.

Joseph Ruth

Implication of Title; a phenomenon that is not really new, and not hard to explain. The real question is if it really exists to a marked degree, what should be done? What is happening is somewhat of a return to World War II veterans situation a constantly expanding economy, the G.I. Bill, consequent growth of higher education institutions and the idea that everybody should go to college. This is now changing as college graduates are having a hard time finding jobs which really use their education. Probably going to get worse, excepting Pre-Med., law, engineers, business administration it is difficult to discuss what one does with a degree in? In other words the idea of going to college was neatly converted to lifetime earnings, advantages have been drummed in by many self-serving institutions, government agencies, private non-profit organizations, etc. What is new in this world the high school senior is looking at:

idealism vs. disillusionment - serving the public in a true sense vs. self-serving politicians who have corrupted big business; changes in the employment scene; changes in the total world outlook - new-isolationism; relative affluence etc. The stop-out phenomenon is really not new. Many people stop-out for years and then return as part-time students in adult education. The stop-out phenomenon is not undersirable as many people want to grow up in a non-education minded situation for a few years which may do them a lot of good.

The work experience could get them really interested in something so they return to college with a purpose. Some will not go on to college at all because they are not scholarly material, but will find a satisfying career and earn as much or more, without college and save four years of time and money that college would cost.

The stop-out, cop-out phenomenon is something we must learn to live with.

Joseph Page

Stop-out, cop-out is a way of life today, as we no longer make firm commitments to early decisions because of our mobile society, changing of jobs, homes,schools, wives and husbands. Perhaps there's a good reason for change rather than the stick with their college career choice, decisions that were made as 17, 18, 19 year olds. Schools are introducing decision making programs to make students aware of the reasons for and the consequences of their decisions, which eventually may affect the stop-out rate. Many stop out for a while and then are readmitted to college with a change of program, formerly as youngsters had no goals in college and just simply quit. Now they stop out, some for years, return, and have a goal in mind that is relevant. Perhaps they stopped out because they felt education was not relevant to their needs. Another factor could be that colleges are accepting more marginal students and faculty has not adjusted itself to this type of student. Still another factor could be that many young people are not as sophisticated as the media suggest, where some colleges have a complete lack of structure and confer without adulthood on them and some experience a culture shock and stop out.

Stop out is not necessarily bad as the experience can provide an opportunity to learn about ones self, his place in society and become oriented to a career, or return to college with real commitment.

BANQUET - BAROQUE BALLROOM

Presiding: Nancy H. Rutter, President MSACROA
Franklin and Marshall College, Lancaster, Pennsylvania

Invocation: The Rev. James W. Moore, S.J. Director of Admissions
Saint Joseph College, Philadelphia, Pennsylvania

Address: "New Look at Our Profession"
Short Informal Talk
Henry F. Rossi, President AACRAO,
Saint John University, Jamaica, New York

BANQUET

Welcoming Remarks and Introduction: Nancy H. Rutter, President

I am going to introduce Henry Rossi, and I am going to introduce him the way that I promised him I was going to. I promised not give him a long introduction for many reasons.

He has excellent credentials. He doesn't need any introductions for almost everyone in the room has known Henry Rossi for many years. Even the new comers-the green badgers, have heard of Henry Rossi. Because he is one of ours. He is a past president of the Middle States Association having been president in 1960. Henry is President of AACRAO and I am sure that AACRAO will be better for his service in it. I now present one of our own family, truly loved by all of us, Henry Rossi!

REMARKS
by
Henry F. Rossi, Dean of Admissions and Registrar
St. John's University, Jamaica, N J.
President, A.A.C.R.A.O.

A Few Words About Our Profession in Higher Education today and a short resume to bring you up to date as to what has transpired in AACRAO since last April.

Approximately 10 years ago the late Vincent O'Brien, the Past President of AACRAO and the Past President of Middle States, a close personnal friend of mine, delivered an address, " The Statue Verses The Status Aspect of the Registrar, Admissions Officers in the Educational Environmental." It was a scholarly masterpiece, and its eloquence and content made a great deal of sense. I certainly recommend it to you if you have not read it and feel that it is must reading especially for the new comers.

Webster definies a profession as "Occupation that properly involves a liberal education or its equivalent and mental rather than manual labor." One may raise questions and I am sure we have heard them at different stages of our career, do we really belong to a profession? Tenure for admissions and registrar personnel is being discussed in various parts of the country. To me this is a status symbol, and as you know status concerns itself solely with relative position or rank. If You accept responsibility-do a good job, it is my humble opinion that you do not need tenure. I have heard of few competent registrars and admissions people being asked to resign. It appears to me that we should concentrate on statue which concerns itself with growth and development in our positions. The foregoing definition should make many of us smile for what registrar and admissions officer does not do manual work as well as mental work. Do not feel or hope that either membership in AACRAO or Middle States will make you a professional. No one can do that for you but yourself. The judgments made by the constituency, the administration, faculty and students in your particular institution will tell you whether you are a professional or not. It all depends upon you and how you accomplish your duties in your respective situations.

I would like to turn briefly to the new look in our professions for I certainly believe there is one if we perform our duties properly and conscientiously. The whole nature of education, especially higher education, has changed significantly during the past two decades and more significantly during the last decade due primarily to the new breed of students and faculty members. I ask of the old timer," have you changed?" Have you kept up with new ideas and issues, new approaches and new technological developments? As you have heard many times, it is a new ball game! You have to look for these new developments in yourself, your institutions and communities on the local, state and national levels. In many situations tradition and old methodology have gone by thewayside. I will not comment whether this is good or bad but ask you to scrutinize your operations and responsibilities and make sure that you are not stagnant. If you cannot adjust to new ball games, turn your efforts elsewhere for you will be frustrated in this new league. To the younger people and new comers who feel that you can communicate with our current educational society, take heed. There are many old traditional policies and procedures which should be studied carefully before you discard them. If they have not been sound they would not have endured so long.

I believe this is where the professionalism creed in, and what is desireable in one environment could prove detrimental in another. How each of us handles his or her own particular situation decides whether you can be labeled a professional or, as one college president said at one of the regional meetings, "We have a new set of challenges before us and whether we serve private or public institutions, I firmly believe

both are necessary and good for education." We must face these challenges optimistically and with confidence. Too many of us are looking at the future in a pessimistic manner.

The administrative duties of most registrar and admissions officers especially in larger institutions are changing with the advent of specialization in our duties. We have seen the growth of financial aid officers, institutional research personnel, computerization of records and registrations. All of these used to be under the aegis of the registrar. They are now disappearing; however, I leave you with one thought. All these areas need you, you have the strings. Remember you are the hub of your institution, since what other officer sees the student throughout his entire career in school? By the way, this is one reason why I am very much in favor of the combined admissions registrar set up that's controversial. Let me emphasize the importance of the humanistic traits necessary in our profession by reminding you that we are basically a service office serving students, faculty and administration in that order.

You should well be informed on procedures both within your office and also throughout our institution. You should be aware of the potentials in all types of technological changes, not only computers but all other mechanical devices. You should have the fortitude to say, "no," to mechanization if you have reasons and can substantiate them. Be alert to changing trends in higher education, be careful not make changes just for the sake of making changes. Be acquainted with all facets of public relations, counciling publications, etc. Find time to read journals, not only AACRAO journals or publications but many others. You have to stay abreast of what is going on and go to conferences, local regional and national if all possible. Do your homework. Do your planning not only for one year, but future years.

Responsibility breeds dignity. Those of you who are as old as I am will remember this quote made at an AACRAO meeting in Washington quite a while ago, "Do not pass the hot potatoe for you are liable to loose the gravy." I have kept this in mind all these years, because you are all individuals and the effect that you have upon your institution and community depends solely upon yourself.

I want of you to go out of here tonight to do a little thinking and reflecting because we have a hard job ahead of us. There is no doubt that local admissions officers and registrars are going to see a new ball game.

Before we were chasing students away and thinking of ways to eliminate them; now we are chasing students away and thinking of ways to eliminate them; now we are begging them to come, especially to the private institutions. Today, many of the public institutions are doing a great deal of recruiting. The favorite words now and for the next few years is recruitment or recruting as they say in West Virginia. Use your road-runners. I learned that when I was down there.

Let me tell you something about your American Association of Collegiate Registrars and Admissionss Officers. We are very, very fortunate in having Doug Cornor as our Executive Secretary. I knew Doug before when he was Registrar and Director of Admissions at S.M.U., but he never worked as hard as he has since he came to Washington.

One of the most important and soul searching documents to come out of AACRAO in recent years has been the Role and Function Report. All members of AACRAO received a copy in a special edition of the news letter. I trust that most of you read it, because it gives you insight as to what's happening, as to what could be happening. My letter is on the first cover. In it, I emphasized that the executive committee would not be a rubber stamp; and I can assure you we have not been.

Your executive committee has worked hard. Doug said these have been the longest meetings they have ever had. Last week we kept them on Sunday night until about 11:00 o'clock, and on Monday night we didn't break up until about 12:30 in the morning. It is a year of austerity in AACRAO as well as in our own institutions, so we are saving money wherever we can. First thing we did was to abolish the Program Committee, and make the Executive Committee double-up in rooms. We also had a Membership Committee and we really put them to work contacting the membership. Cal Cumby, Doug Connor, Dave Windsor and Bob Gibbersboro sent me 974 letters to sign individually. Early in Septem-

ber from which we have received good returns in our membership drive. You will see this become more important when I get down to last statement I have to make. We have established many task forces, and they are all to report back to the National Executive Committee by October 1974. Your Executive Secretary presented four reports to the Executive Committee last week. We discussed all of them at length, and out of these discussions an additional task force will be named.

AACRAO itself is dependent upon regional input and one recommendation was for the formation of an Advisory Council to the Regional Vice President to give input from the Regionals. Your Executive Committee took action on this, and you're going to be the first ones to learn of the decisions made, because I don't think Al Clarry has gotten it out to the Regional Presidents yet.

First let me tell you a little bit about that Steering Committee. Al Clarry, the Vice President for Regional, was authorized by the Executive Committee to call a Steering Committee to study Regional communications. Al went at it democratically and appointed a lady from the West Coast who is Mary Alice Lee, President elect of PACARO lady from the East Coast who is our own Nancy Rutter from Middle States; got a gentleman from the South, Bert Achaman from SACRO, and then he went up to New Englad and appointed another gentleman, Gene Savage from the New England Association. They worked diligently and came in with some recommendations The Pacific Association had 228 institutions entitling them to two representatives. The Southern Association has 422 institutions and they are entitled to 4 representatives. New England has 129 institutions, and they are entitled to one. The Upper Midwest 91 institutions so they are entitled to one. Next, we paired off the remaining states. The first group tied up was that of Colorado, Wyoming, New Mexico, and Nebraska who had 62 institutions, and they are entitled to one representative. We tied up Wisconsin, and Illinois for 133 so they are entitled to one. Michigan and Indiana are joined for 108, and they are entitled to one. Ohio and West Virginia 84, and they are entitled to one. We tied up Oklahoma, Missouri, Arkansas and Kansas for 130 and they are entitled to one. Now the one Regional I left out was Middle States where we have 349 institutions which entitles us to three representatives. Find two additional institutional memberships because over 351 institutional memberships will entitle Middle States to four representatives or a total of 17 representatives working with Your Vice President for Regional Associations.

Incidentally, Alanta is a beautiful city with many excellent eating places featuring all kind of food,entertainment and numerous outside activities to make it very interesting. More important Gene Oliver, your President Elect and Program Chairman and John Bigger, your Local Arrangement Chairman, have come up with an excellent program. There is going to be a new feature this year for you who remember Franklin Roosevelt. He was president before many of you were born, and he was famous for his fireside chats. We are going to have some of those in Alanta this year. You should have already received your programs by now and although there is adaquate housing, if you want to stay at the Marriott, which is the headquarters hotel, you better get your reservations in as quickly as possible. It is going to be a big convention and it is going to be a good convention where I hope to see you once again. Thank you very much.

MANAGEMENT INFORMATION SYSTEMS - ARE WE MISSING THE BOAT?

Moderator: James C. Schwender, Assoc. Director of Admissions and Records, SUNY at Buffalo, Buffalo, New York

Panelists: Arthur R. Owens, Registrar, Jefferson Medical College Thomas Jefferson University, Philadelphia, Pennsylvania

Fred Nicolai, Vice President for Adminstration, Temple University, Philadelphia, Pennsylvania

Don Jeffries, Principal Consultant, Systems and Computer Technology Corp., West Chester, Pennsylvania

Recorder: Catherine M. Grady, Thomas More College, Crestview Hills, Kentucky

Mr. Arthur Owens

The first panelist spoke from his background as a teacher of a course on MIS at Thomas Jefferson University. MIS (Management Information Systems) is defined as an integration of computer technology with management decision-making processes. Its object is to provide systematically more information to management to help coordinate efforts and provide a basis for more intelligent planning decision making.

In many colleges, there are sub-systems in different divisions (e.g. and admissions system, registrar system, financial aid system)- and a crying need to tie these sub-systems together into a College-Wide system.

Mr. Owens has broken this process of integration into four phases.

Phase I- a thorough investigation of the current sub-systems (including manual and computer based) to establish uniform data elements and assure the data gathered is the most efficient and useful.

Phase II- a careful and comprehensive planning of the integration of each sub-system into the College-Wide system. A central file with common identification must be established.

Phase III-clear identification of the needs of the Administration so that the outputs of the central file can be designated.

Phase IV- full implementation of the system - noting any feedback which might perfect the system and gear it more closely to managerial needs.

These phases depending on the size of the institution will take between 2 and 10 years to accomplish. Mr. Owens stressed that unless proper time and planning is put into the effort, "missing the boat" may be preferable.

Mr. Dan Jeffries addressed the most frequently asked questions concerning MIS:

I- Why develop MIS?

1. To handle more efficiently the larger numbers with which many institutions are faced.

2. To cope with the increased reporting requirements of each sub-system to the administration.

3. To face the "dollar crunch" - many institutions are reimbursed by the state for FTE credits and must keep an extremely accurate count.

4. To measure up favorably in comparison to other institutions who have computer systems.

II- How do you develop MIS?

The "how" is dictated by the "whys". Institutions must survey what is needed, who needs it, who can help, and what their computer resources are. Projected computer use is based on this information and on a study of what equipment is financially feasible at the institution.

The most basic premise to be understood by all is that the operation will require at least 5-7 years. The best approach for an in-house operation may be piece meal development of sub-systems, coordinated with good planning and concrete goals.

Mr. Jeffries stressed the danger of poor planning. Another pitfall to avoid especially when you are working piece-meal, is using up money enhancing the first or second systems, ignoring the goal of developing a proper data base for the long range goal of a college-wide system.

The most important concept is planning- far more important than the immediate implementation of a sub-system.

Dr. Fred Nicolai pointed out our role in the process of our institutions converting to a MIS. The chief void in a system is when data, not information, is gathered. Data must be useful to our planning and purposes to be information. We should make it our responsibility to make the data available to professional computer consultants.

Dr. Nicolai reiterated the feelings of the other panelists: it is not feasible to develop separate systems- they must tie into a co-ordinated whole.

Question/Answer Period

Q. How big must an institution be before it justifies MIS?

A. (Don Jeffries) Depends on "$"! Seriously, in some states (e.g. Colorado, New Jersey) the community colleges (as small as 400 students) have combined to support a system. On its own, an institution should have 7000-9000 students at least.

Other possibilities-

1. rent computer time (e.g. from Fort-Philco Assoc.).

2. use state college data base and modify information to your needs

Q. Where to begin to look? Is there any organized information on colleges which have good systems?

A. (Dr. Nicolai) There will hopefully be a register of college management systems at ACROA in Atlanta with over 200 entries. Other sources of information are:

CAUSE - College And University Systems Exchange

MOD seminars

ACROA is going to update their survey on which colleges are using computers, hopefully this year.

My very best thanks to our panelists and our moderator who presented such a stimulating program to their audience. If I can be of any assistance to anyone who has any questions (realizing I am a neophyte in this field, I will re-direct your queries to the experts), please feel free to contact me.

ADMISSIONS AND FINANCIAL AID FOR VETERANS

Moderator:	William Vincenti, Director, Veteran Training Information Center, Kean College (formerly Newark State) Union, N.J.
Panelists:	Jerrel Jackson, Veterans' Program Coordinator, U.S. Office Of Education, Region 2, New York, New York
	Ralph Bailor, Veterans' Coordinator, Rutgers University Camden, New Jersey
Panelist and Recorder:	Joseph Onessimo, Director of Veteran Affairs, Community College of Allegheny, Allegheny, Pennsylvania

Middle States Association of Collegiate Registrars and Officers of Admissions

The forty-third annual meeting of the Middle States Association of Collegiate Registrars and Officers of Admission was held November 26, 27, and 28, 1973 at the Host Farms in Lancaster, Pennsylvania. On Wednesday, November 28th, a panel discussion was held concerning admissions and financial aid for veterans moderated by Mr. William Vincenti, Director of the Veteran's Training and Information Center at Kean College of New Jersey, formerly Newark State College. Mr. Vincenti introduced the panelists in sequential order according to their presentations. He then went on to explain that the Veteran's Training and Information Center is funded by the U.S. Office of Education under the Education Professions Development Act. Their main function is to assist the Veterans Programs. Pamphlets were presented to the panel concerning the assistance in strengthening these programs; a copy of Vector, a periodically published newsletter as well as the Higher Education and the Veteran, which is a manual sent to various institutions which have federally funded veterans programs.

After an introduction regarding his overseas service as a counselor for the Office of Education, Mr. Jerrell Jackson explained his role as a counselor for servicemen.

The Office of Education provides veterans with services in two particular areas: 1) educational programs, 2) financial assistance. Sixty-seven education programs exist, known as the Special Veterans Upward Bound Project for the disadvantaged veteran not yet graduated from high school or not having the equivalency diploma. Another service oriented project is the Veterans Cost of Instruction Payment Program.

Mr. Jackson's discussion covered the Veterans Cost of Instruction Payment Program in depth as to the requirements set by law in order to receive funding, such service as counseling, outreach, and recruiting are necessary along with a full-time coordinator to manage these services. This led to the topic of poor financial aid assistance for the veteran. Since most of the financial aid determined by the Financial Aid Officers are based on need, the veteran tends to lose out due to his G.I. benefits.

Mr. Ralph Bailor, Veterans Coordinator for Rutgers University, Camden Campus was introduced as the replacement for Barry Millet, Dean of Students who was unable to attend. Mr. Bailor recalled his own experiences as a veteran starting at the community college level and showing how the veterans were forced into helping themselves. It was not until the Veterans Cost of Instruction Program came into existence that colleges wholeheartedly supported veterans. However, the situation is now that colleges are not concerned as they might be for the betterment of the veteran. Mr. Bailor con-

cluded by stating that he hoped colleges would stop viewing the veteran as a $53.00 asset and treat him as an individual.

Mr. Joseph A. Onessimo, Director of Veterans Affairs at the Community College of Allegheny County, began his presentation discussing the Vietnam Era G.I. Bill. He stated that although the subsistence allowance is higher than World War II veterans received, the overall benefits are virtually lower. A veteran today must exist totally on his veteran's benefits, while the World War II veteran may have received smaller amounts of benefits this often times paid for the entire tuition and provided a monthly stipend.

New measures have been taken to enable the veteran to receive his benefits in advance of the semester. The Advance Payment Program has recently been established under the Public Law 92-540, stating that if a veteran applies early enough, he is able to receive money in advance.

The Registration, Admissions, and Financial Aid Officers of the Community College work together to assist, maintain interest, and encourage and the veteran to continue his education after the two-year program is ended. He added that although veterans are not eligible for many of the financial aid programs in effect, other alternatives are available, for example, R.O.T.C., Reserve programs allowing a student to make as much as $1,600 a year, part-time jobs, and Work-Study. The Veterans Administration has set up a program in which a veteran may receive an additional $250.

Following this panel presentaion, a question and answer period was conducted.

COOPERATION IN ADMISSIONS - THESE THINGS HAVE WORKED FOR US

Moderator: Ralph D. Clarkson, Director of Admissions
Hartwick College, Oneonta, New York

Panelists: Sister Jean Boggs, Director of Admissions, Seton Hill College, Greensburg, Pennsylvania

Robert P. Buinno, Director of Admissions, Rutgers University, New Brunswick, New Jersey

Joseph B. Carver, Director of Admissions, Babson College, Wellesley, Massachusetts

Recorder: Frances R. Hall, Director of Admissions, Cedar Crest College, Allentown, Pennsylvania

Following an introduction by the Moderator, Ralph D. Clarkson, each of the Panelists spoke on the topic from the perspective of their own institution.

Sister Jean Boggs:

These things have worked for us. This is the most positive panel topic I have ever prepared. I've divided the cooperative efforts into three groups for clarity.

First, those home efforts within the college itself to work together such as with the Alumnae/Development office. We sent out an enclosure card with the request for a contribution to the college which said in a positive way that if the alumna wished to have admissions information sent to a prospective student for either Seton Hill College or Saint Vincent College, the names listed on the card would be forwarded to the admissions office. The response to this mailing was very good. In 1970-71, the development office at St. Vincent College reciprocated by sending a card similar to ours to all Saint Vincent alumnae stating that Seton Hill or St. Vincent College names could be sent. Other alumnae efforts have included meetings with alumnae groups, the Alumnae Board, etc., to talk about admissions and the current financial aid situation for incoming students.

Other internal cooperative ventures: the continuing education office which covers summer session planning has a director who tries to make maximum use of our facilities in the summer by having cheerleader groups on campus. We have made information about the college available to these students and have had a time when one of the admissions counselors would be at a table to give them any information they would like to have about the college. Other groups coming to campus: girl scouts, Junior Academy of Science, Future Teachers of America, groups from the Y. Generally there is something in the office pertaining to the field of interest of that group. Whenever possible, I include a return card coded to give an idea of the success of the program.

Faculty within the college are very supportive to admissions: information regarding activities of individual departments is sent to area schools and prospective students. Our area schools and feeder schools are on addressograph plates by name and address only. Another plate is made to list departments. To announce any program we simply run the address first and then the department. Likewise, invitations to lecture series or programs are sent to counselors and prospective students.

The second area of cooperation is with Saint Vincent College. Seton Hill is in a formal cooperation program with St. Vincent College. A series of ads and a brochure to announce the exchange program were developed jointly. A poster was designed with a tear-off card which could be sent to either college. Over the past three years college night representation and some travel has been coordinated with each representative speaking about both colleges.

Thirdly, we have cooperated in programs with groups of other colleges such as College Bound, College Admissions Program (C.A.P.), the Catholic Colleges for Women, the Long Island Raceway, and several Mall programs for continuing education in the local area.

The Catholic Colleges for Women have had successful counselor luncheon programs and this year tried mini college days at six high schools in Pittsburgh.

For years, the Catholic Colleges for Women has had a booklet listing some 50 colleges, majors, cost, etc. as a reference for counselors and students.

Robert Buinno

It is important to define the aim of public and private colleges' cooperation as one of filling schools at less cost and placing students where they belong. With this as a goal, numerous programs of public and private cooperation are possible.

A public institution like Rutgers can frequently sponsor group guidance opportunities helpful to all students choosing different types of colleges. Program possibilities include a P.S.A.T. introduction for high school juniors and their parents, P.T.A. sessions on the Role of Parents in College Selection, Financial Aid Workshops, "After High School, What" program for juniors including career orientation, rating colleges, student self-evaluations, application procedures, testing and transcripts.

Cooperative efforts at the time of application include counseling students re major programs available elsewhere when you don't offer the major and reject interviews which can provide students with ideas for other applications. We also contact guidance counselors and other colleges regarding rejected candidates who may be placed appropriately at another school.

We maintain contacts with the community through Boys' State, Girls' State,and Citizenship Institute. College information sessions are arranged to provide participants with information about a variety of colleges or types of colleges.

On a state-wide basis, we work closely with the two and four year public colleges in New Jersey, A Single Application Method is being developed for transfers from two to four year colleges throughout the state. Public and private, two and four year colleges in New Jersey, using a team approach, held a series of road shows throughout the state to acquaint students with opportunities at New Jersey institutions.

Joseph Carver

In the past five years or so there has been a great deal of interest in the subject of cooperative ventures in recruiting. The planning of programs has run the gamut from colleges in a region joining forces to colleges from across the United States going in tandem to visit secondary schools in Europe. The results of these programs, measured in numbers of matriculated freshmen and transfers, has been mixed, to be sure. But short term results are difficult to evaluate in our profession and the jury is still out on the total effectiveness of our efforts.

Let me list some of the cooperative programs with which I have become familiar:

1. The College Center of the Finger Lakes is a consortium of ten colleges in upstate New York. One of the best received programs has been the tour for counselors started more than ten years ago. Counselors get a first hand look at the college in session, meet any undergraduates from their secondary school, and have a good time. However, the tour is expensive and requires time and detail in preparation.

2. The Women's Independent Colleges, a group of 15 to 30 women's colleges which have presented a well-planned informational program in major population centers using undergraduates, recent alumnae, and admissions personnel. This type of program requires reinforcement by individual contacts with secondary schools.

3. Many of our campuses are located within reasonable proximity of three, four, or five neighboring colleges. In a 24 or 36 hour period, counselors can be brought to one or all of the colleges for a well-organized program.

4. The national tour, typified by C.A.P. or College Bound, is a means of reaching counselors and students in broad areas where you and 15-30 other colleges can meet counselors and students in a hotel setting, thereby eliminating the need for individual staff representation at the schools in that district.

Let me close with a few short points which may be of help if you are considering any of these different types of programs:

1. If you want to visit schools in a group, be sure to find out whether the secondary school can accomodate you.

2. Minimize costs by traveling and rooming together and consider the elimination of pre-luncheon cocktails.

3. I've heard the criticism that college reps fraternize among themselves rather than extending greeting to the invited guests.

4. Use every means at your disposal to inform your prospective student audience that you are going to be in a given area near their homes and invite them personally to meet with you.

5. Finally, keep in mind that cooperation is only one of the many aspects of admissions recruiting. I personally feel that it can be effective and worthwhile, particularly when well-organized and well-staged.

Ralph Clarkson

In summary then, the benefits of the cooperative approach include better communication, greater interest by colleges and secondary schools, better articulation, economy of money and time, and a real morale boost to the admissions staff. Additionally, individual colleges benefit from the study of collective data.

GRADUATE SCHOOLS LOOK AT UNDERGRADUATE TRANSCRIPTS

Moderator: John Hall, Director of Admissions and Records
Empire State College, Saratoga Springs, New York

Panelist: Donald J. Taylor, Director of Graduate and Professional Admissions, Rutgers University, New Brunswick, New Jersey

Recorder: Sister Catherine Mary Salteri, O.S.F., Registrar
Rosary Hill College, Buffalo, New York

Dr. Donald J. Taylor

This session was originally scheduled to have John Nichols, Registrar at Syracuse, to give the presentation. I have been asked to take John's place which will change the perspective of the presentation since I shall be talking from an admissions' viewpoint rather than that of a Registrar as would have been the case with John.

I do welcome this opportunity to share some concerns I and other admissions people have over the problems sometimes created by undergraduate transcripts. I think there are two major aspects to this issue, one mechanical and the other academic.

Graduate and Professional School Admissions people look for and appreciate rather mechanically obvious aspects of a given undergraduate transcript. These might be categorized as follows:

1. Legibility. Obviously, transcripts must be readable but occasionally, we find transcripts issued which, because of the reproduction process used, are either difficult to read or omit important parts of the student's record.

2. Copyability. Some Graduate and Professional Admissions systems require duplicate transcripts. Although we ask students to have duplicate transcripts sent to us, occasionally, only one arrives and we must make a copy of it. Certain transcripts do not copy on typical equipment available in most Admissions Offices such as the Xerox and this does create problems.

3. Size. This too is an obvious requirement but we are still finding some institutions using odd sizes which does create difficulty in the filing operation. Again, this is a minor matter but when you begin to multiply the number of such odd-size transcripts over a long period of time, there does seem to be some unnecessary waste in this area.

4. Timeliness. I recognize that students invariably request Registrars to have transcripts sent yesterday and seem always to request things on a rush basis. While we in Admissions try to encourage applicants to use good judgment in requesting transcripts, there will always remain the problem of timing wherein some graduate and professional programs will admit on a first come, first served basis. I should hope that Registrars continue to be aware of the timing situation and try to send transcripts out to various Graduate and Professional Schools as quickly as practicable.

5. Easily seen salient parts. Most Graduate and Professional Admissions personnel look for certain key items on a transcript and they ought to be clearly indicated. These are as follows: a. Accreditation, (this is particularly useful where your transcripts to areas of the country which might not be familiar with your institution). b. Years studies, a fact becoming increasingly important as we all experience older students applying to our Graduate and Professional programs. c. Credit given per course. d. Overall GPA and how this is computed.

The second major category important to Graduate and Professional Admissions personnel concerns the so-called academic aspects of a transcript.

1. It is my feeling that the following are important in evaluating an applicant's admissibility to graduate study. These are in order of importance. a. Overall grade-point average. b. Grade-point average. Also desirable are grades in major courses of study or in the last two years of undergraduate work. c. The years when the courses were taken. d. Rank-in-class. This is particularly useful in determining the meaning of the GPA. As you will know, institutions grade with different degrees of severity and a high GPA at one institution might place the student in the top 10% of his or her class whereas the same GPA at another institution might place the student in the middle third of the class.

2. Pass-Fail Systems. The Pass-Fail controversy is indeed so important as it has taken up entire professional presentations at meetings of this type. I should just like to comment that the more Pass-Fail grades that appear on a given transcript, the more often will Admissions people look at other criteria such as test scores and recommendations to make evaluations. Since we all recognize the relative weaknesses of test scores and recommendations, I should like to submit that Pass-Fail transcripts could be troublesome to the student especially where he or she is applying to a very competitive Graduate or Professional program. As a general rule, I have no quarrel with seeing Pass-Fail grades for general education courses so long as at least half of the transcript has grades in those courses which relate to the area of graduate or professional study to which the applicant aspires.

3. "Officialness" of the transcript ought also to be clearly identified. Here again, there have been changes over the past several years as traditional concepts of confidentiality have been questioned by many institutions. Nevertheless, we in Admissions do need to know your institution's policy concerning the issuance of official transcripts vis-a-vis student-issued transcripts.

Recommendations

1. It may be unrealistic for me to suggest more uniformity in undergraduate transcripts along the line of the secondary school records which generally conform to the AACRAO-NASSP format but the closer we can all come to a more uniform and universal undergraduate transcript format, the better it will be for all concerned.

2. Last, although it might be self-evident, I should like to suggest that whenever undergraduate Registrars get to a point where transcripts revision is possible, the "user" might be consulted. That is, contact and coordination with Graduate Schools, Professional Schools, industry, school boards, etc. might produce an input which is meaningful in transcript redesign.

Summary

For the audience response following Donald Taylor's presentation on "Graduate Schools Look at Undergraduate Transcripts," there was a capacity crowd and an enlivened exchange marked with seriousness and sustaining humor. Throughout the discussion, it was encouraging to note that the prevailing mood was one of concern for the welfare of the student.

The following is a recapitulation of the ideas expressed:

All colleges should use the 1971 AACRAO publication, "Guide to An Adequate Permanent Record and Transcript." The transcript would then better reflect what a college is. Such use would obviate problems occasioned, for example, when transcripts simply indicate courses and even academic departments by number only, with no clue as to subject description. This problem is complicated by the non-enclosure of a key and the unavailability of a college catalog.

There was concern that we are "losing our honesty in higher education," particularly through inconsistency in grading practices. Some Law and other professional schools have recognized this and as a result base their acceptance of students on test scores. This trend is an unfortunate one. Causes for inconsistency are transcripts which carry both pass-fail and graded courses and, in some instances, also "no credits." One student receives a 4.0 because he chooses to take pass-fail in course where he is getting only C's; another student of the same caliber has all graded courses and his record subsequently shows a lower GPA. In response to this, graduate school representatives suggested that if a student is a good student across the board the transcript becomes less important; but, for the more average student applying to a

very competitive program individual course grades become increasingly important. If the pass-fail grades are in general education kinds of courses there is no quarrel, but for competitive programs there should be grades in the student's major area of study. For example, for a student going on to a graduate program in biological sciences, grades in chemistry, biology, physics and calculus are important. Pass-fail, it was held, would not help this person. With regard to transcripts that do not indicate F's, the vital issue is, again, the program to which the student is aspiring and the general performance of the student. If the student is clearly a good student, the fact that no failures are indicated would be of no concern. If, however, the student is an "ify" kind of student, this would be recognized and it might work against the student. Some colleges present which delete the "no credit", to preserve honesty, follow the AACROA Guide and stamp the transcript: "This is a record of courses successfully completed."

It was observed that before faculty finally vote in non-traditional grading systems, they be asked how they would react to that kind of record coming from other schools. It was also observed that a hierarchy of institutions does exist and that students applying from "Ivy" institutions need not be as concerned about the grading systems used as students applying from less-known schools. Students should be made aware of the pitfalls of various grading systems and the necessity that a student take the responsibility, where necessary, to insure that the institution to which he is applying understands his educational background.

Indication of the GPA and rank in class are important, again particularly in instances where competitive programs are involved. Current budgeting problems have meant limited faculty and thus fewer faculty with time for Committee work and understaffed admissions personnel. Fewer people to process applications make it imperative that a transcript reflect the student's ability in terms that facilitate the admissions process. Faculty particularly want an instant way of evaluating transcripts. In reaction to this, some felt that we ought to order our own institutional priorities and convince whoever has to be convinced that certain resources must be put into the business of admissions so that different transcripts can be properly evaluated.

There was a general concern about the type and amount of credit granted for life experiences; there was some concern that such credit could in fact dilute the value of the degree.

The students that go to an innovative college should be forewarned that they are taking a risk because some of the graduate schools of their choice may not be open to them. This lends itself to a self-selection system. Students have to take the personal responsibility for their education. The critical point, however, is the attitude. Can we say that we will not accept students from innovative systems because such systems do not grade in traditional manners? To reinforce this position, a study of the 30's, called "The Eight-Year Study" was cited. This study included a group of 30 high schools from which colleges agreed to take in students who did not go through regular high school procedures. The findings indicated that the more innovative the students' high school education, the better the college grades they attained.

The discussion came to an end on the note that much of what was said might go down the drain as competition for the fewer available college-bound students intensifies. Graduate counselors may have to spend the time with diverse types of transcripts because their jobs depend on their getting an adequate class. The more a school needs students, the more time its staff will spend on a transcript. It boils down to the problem of supply and demand. "Supply and demand": this is the name of the admissions game and has been for decades.

TRANSCRIPTS: POLICIES, PRACTICES, AND SECURITY

Moderator: Lynne D. Dalla, Assistant Registrar, Drexel University
Philadelphia, Pennsylvania

Panelists: Robert S. Dunne, Registrar, Rochester Institute of Technology, Rochester, New York

Elizabeth Landes, Director of Academic Records, Temple University, Philadelphia, Pennsylvania

Recorder: Meta D. Skow, Registrar, Villanova University Villanova, Pennsylvania

Mr. Robert S. Dunne

Transcript - an official unabridged and certified list of courses taken by a student in an institution of higher education showing identification of student, as well as units of credits, and final grades for all courses. It must include definition of various grades and must indicate separation or termination status of student (also issued by high schools).

Policy - any plan or course of action adopted by an institution designed to influence and determine decisions, actions and other matters.

Practices - the carrying out of policies.

The stating of definitions work as a limiting factor to ensure that the presentation will be relevant to the specific academic record being discussed i.e., the transcript and the policies and practices as they relate to us. It is too easy to move off course in any discussion of records because there are so many components which could be examined. It suffices to say that the primary responsibility of most Registrar's offices is to accumulate, maintain, preserve and regurgitate the records an institution has obtained concerning an individual's performance at that institution. It is the regurgitation of the transcript that concerns us: who is entitled to it and under what conditions.

In order to arrive at a suitable answer the question as to why we have a transcript should be asked. The answer should be consistent with the goals of the institution of higher education involved - "To facilitate the work and function of the institution as it relates to students and to provide an adequate set of relevant records and credentials for such purposes as the student or alumnus may find useful or necessary."

Therefore, the institution maintains a transcript in order to facilitate its work and function; work and function is defined in policy statements, and the Registrar puts into practice according to set policy that which is necessary to regurgitate this record.

Institutional policies governing student records attempt to maintain a sound balance between its (the institution's) obligation for the growth and welfare of students and its obligations to society. Careful consideration is given to the information which should be part of a student official record, to the conditions of access to such records and to the conditions of disclosure of information contained in such records.

The best method of illustrating these points is to examine the policies and practices of selected institutions to determine how these abstract ideas fit into the real world of higher education. My own institution and a neighboring institution, the University of Rochester, are used for this purpose. For the sake of brevity, the abbreviations R.I.T. and U. of R. will be used when referring to these institutions. Also, when policies are the same they will refer to a single entity.

R.I.T. has an enrollment of over 11,000 between its day and evening divisions. The highest degree granted is the masters with its primary enrollment in the under-

graduate area in over 30 fields of study. The U. of R., on the other hand, has an enrollment of over 9,000, is a university in the classical sense of definition, highest degree granted Ph.D. and gives considerable stress to graduate instruction. The U. of R. also includes a medical college.

In establishing the type of institutions we are dealing with, it is easier to see that their goal direction differs and this will influence the way each institution establishes policy and practice. Both institutions follow the guidelines established by the association, however, the differences in goal direction sometimes lead to differences in interpretation.

Both maintain transcripts which contain only information about academic status and indicate disciplinary action only when it affects the student's eligibility to re-register. One difference is, that at the U. of R. only the Permanent Record is on file in the Registrar's Office. At the U. of R. all admissions and other supporting data is maintained in the college office under their control, while at R.I.T., admission information etc. are maintained in one file with the PRC (Permanent Record Card as part of that file) in the Registrar's Office.

At the U. of R. and official transcript is released only upon the written request of a student. R.I.T., on the other hand, will take a transcript request by phone. In the case of a phone request, the caller must give complete information as to birth date, social security number and dates of attendance. If this is not supplied, the transcript will not be released.

R.I.T. and U. of R. honor requests for information from philanthropic organizations without prior approval from the student. This is done at the discretion of the Registrar at both institutions depending on the nature of the request.

Freshman grades are sent each quarter to the student's high school as a matter of policy at R.I.T. as an aid to the high school counselor. U. of R. does send them but only in response to a specific request from the high school.

The amount charged for transcripts differ. U. of R. charges $2.00 for the first and $1.00 for each subsequent transcript ordered at the same time. However, if the student orders another transcript the next day, the initial charge is $2.00. The student must pay at the time a transcript is requested and the Registrar's Office is responsible for the collection.

R. I. T. charges $1.00 per transcript - the student is given the transcript and a notice of the charge to be paid at the bursar's office. This surprisingly enough, works and it has the added advantage of the Registrar not responsible for the collection of money.

Students are permitted to review their actual permanent record only. Both of us require that this be done in the presence of a member of the Registrar's Staff.

Both of us provide the following information to properly identified representatives of federal, state or local governmental agencies; confirm or deny information already provided by the student in terms of dates of attendance, graduation dates and degrees earned, home and local address, date and place of birth.

R.I.T. also honors telephone requests from certain agencies. However, if the request comes by phone, we ask the caller his position, name and phone number and call back later to insure the indentity of the caller before the information is released.

Transcripts are not released to a company to which a student has applied for a job unless the student requests it personally or unless the company mails in a signed statement from the student. However, we will verify the fact as to whether or not a degree or diploma was granted without written permission. Both, at the discretion of the Registrar, will also release a transcript to a prospective employer if the facts presented might cost the student the job.

Both institutions withhold records if there is outstanding indebtedness on the part of the student. Transcripts are withheld until notice is received from the Bursar that the debt has been satisfied. If the amount of indebtedness is $10 or under no record hold is placed on the file.

As far as subpoenae are concerned, a copy of the permanent record is supplied. The original records remain in the Registrar's Office. If other documents contained in a student's file are desired,each would have to be subpoened individually.

The U. of R. does not affix a seal to a transcript mailed directly to the student. There is also a notation stating that it is a student copy. U. of R. uses check paper for its transcripts. R.I.T. - Xeroxed copies of the original record.

Faculty members may have access to the records. At U. of R. there must be clearances from the faculty's dean. R.I.T. honors all requests from faculty without any special authorization. However, if there is a request from a faculty member to review all the transcripts of students in his class - the faculty member must see the Registrar. Usually permission is not given in this case.

Authorization to do a study related to transcript information must be obtained through specific areas before the Registrar will honor it. Usually, the transcript is not provided but an alternate set of information without student identification is provided.

Computer systems - both of us are currently in the process of maintaining a great deal of student information on readily accessable computer files. This presents some real difficulties and both of us are concerned with building elaborate checks into the system to prevent unauthorized use of this information.

For both of us the policies act as a guide for the registrar personnel in carrying out the task assigned to them within the academic community. The personnel of both offices follow a strict interpretation of the policies in dealing with the public. When a question arises it is directed to the Registrar for a decision and at this juncture the Registrar decides if the particular case warrants a liberal interpretation of the policies - if we err, we do so in favor of the student.

Miss Elizabeth Landes

The security of academic records is a subject that makes many of us feel very uneasy and insecure. I'm sure that all of us have at sometime wondered what would happen should there be a fire in our building or office and, unfortunately, some of us have found out. The physical safety of our records is of primary importance and there is no doubt about the need for strong doors, good locks, safes, vaults and similar measures. In addition, adequate back-up information should be kept in the event of having to reconstruct lost or damaged records. All of this takes up badly needed space so we find ourselves facing storage difficulties. Eventually there comes a time when the floor will not hold one more safe; not one more file can be squeezed into the vault; our staff members are climbing over each other; and paper is accumulating all around us. One solution from both the security and storage angles is the use of microfilm for inactive or even active records. Duplicate film can easily be produced and stored elsewhere on campus or even turned over to a commercial storage firm. In most microfilm systems the chances for misfiling or losing records are minimal, in some systems impossible, but in any case a record can always be retrieved from the duplicate film if necessary. An added advantage is that microfilm records are virtually impossible to change which eliminates the danger of their being tampered with.

This brings us to another aspect of security that we should be concerned about and that is the integrity of our entire records system and procedures. Our employees are open to all kinds of pressures. On more than one occasion, clerks in my office have reported being offered sizable sums of money to change grades. Our staff is for the most part young and friendly with students, and there are students who would not hesitate to exert pressure for small or large favors. Office supervisors must be

alert to such possibilities and attempt to prevent any such pressures. This is a big order and we can only hope that our judgment of character has been good and that we can inspire integrity and loyalty in our staff.

There are weak spots in any system as we at Temple recently found out. In the past year we discovered a surprising amount of forged change of grade cards. Fortunately, they were very poor and rather stupid forgeries. We have approximately 3,000 faculty members who may mail in grades, have secretaries deliver them, or even give them to the students to deliver to our office. The latter is against regulations, but how many faculty members adhere to or even know the regulations! It is impossible to recognize all faculty signatures but we keep on demanding them. However, a Dean's signature prefixed by Mr. is immediately suspect. Add to that the name is misspelled and you know something is wrong. Such forgeries we caught. Our problem was how many good or even fair forgeries were getting by us and into the system.

In an effort to gain tighter control of these grade cards, we designed a prenumbered card with a detachable stub. When the card is received in our office, the stub is detached, filled in, signed by the clerk receiving it and returned to the instructor. This serves the dual purpose of a receipt as well as a security measure. If the instructor did not authorize the grade, he is immediately alerted. By keeping a record of the number series of blank cards distributed to offices, we can ascertain where the cards have been obtained. This procedure seems to be an improvement and the card has been well received by faculty and departmental staff.

Temple University is fortunate in having a micromation records system. All of our records, active and inactive, since 1963 are on microfiche. Records prior to that time are on roll film or aperture card. We believe that one of the big advantages of our micromation system is that it provides better security. In order to locate and retrieve a record, one must be familiar with the index system. While our index system is quite simple for our staff, it is far more difficult for the uninitiated to locate a record than in a usual alphabetical hard copy file situation. As stated before, it is impossible to make changes on a microfiche record. There is no filing so records can't get misfiled or lost. Formerly we were floundering in waves of paper records up-date runs. Since we were always about three or four runs behind in our filing, we never knew whether or not the record we were sending out was the latest update or not. Our records system has done much to restore our confidence in our records as well as to cut down our work load. However, we necessarily have to work through our Computer Activities Center as well as through two service bureaus. The possibility of tapes being erased, blocks of records being dropped, or any of the other weird and inexplicable things that can happen in computer centers haunts records keepers. In many centers, as in ours, students have use of computer facilities for Informational Science courses and for research purposes. Think of the possibilities open for a devious and knowledgeable mind when labeled input is left lying unguarded in a hallway. What a challenge when a records run meets with technical difficulties and has to be rerun and the discarded records are just laid aside, or thrown in the trash. Loyalty to the records office and the university is not as apt to flourish on the third shift of the computer center or in a service bureau as it does in your own office. We had an experience within recent years that shocked us into action. An ex-employee, considered very reliable, maintained his contacts with our computer center personnel and occasionally came back to visit. On one such occasion he managed to produce for himself a full four-year record complete with degree, and contrived to have a copy inserted in our files. He was not aware that we had just converted to our micromation system and were in the process of disposing of all paper records. An alert clerk checking paper copy against the microfiche uncovered the deception. Needless to state, a full-scale investigation followed and immediate drastic measures were taken to tighten security in our computer area. We attempt to check out security at intervals with all divisions on premises used in the production of records.

I have in my files a collection of fraudulent and forged records. Some are good, some are crude, some are clearly unofficial, others appear to be official. Some are actually Temple University records on which only the name and address have been changed, others are Temple University records on which additions or alterations have

been made to courses and grades. Entire semesters have been added, degrees awarded (even degrees that Temple University never offered). Then there is the record that is completely fraudulent - not even the form is similar to ours although the University name appears prominently across the top of the record. The signature is definitely a forgery. Most of these records were accepted from the student and later questioned and brought to our attention. But how many fraudulent records go undetected? How many forged records are reposing in student files in your school right now?

The misused transcript poses another problem. Names of graduating students are published in local papers. It is an easy matter for someone to discover that a person with a similar name has received a degree in education. This apparently happened some years ago when a certain William Brown began using the transcript of another William Brown, a Temple University graduate. Mr. Brown taught school in several states for a number of years using or rather misusing this transcript. Finally a Department of Public Instruction official became suspicious and launched an investigation which alerted us. Mr. Brown brazened out his claim to the record by mail, but refused to come to Philadelphia to clarify the situation. Mr. Brown has since dropped from sight and sound and the record has been flagged so that no transcipts of the Brown record will be issued without identification of the person requesting it. How carefully can we screen transcript requests? During our peak request period we may receive as many as 500 requests a day. Recently, we were questioned by a southern University about a Temple transcript which appeared to have been tampered with. A copy was sent back to us for verification. It had been tampered with. We had not issued a copy to the University, but we had issued several copies at the student's request to a Dr. J. P. Brown (we seem to have our troubles with the Browns), Acme Laboratories, at a Philadelphia address. Dr. Brown and Acme Laboratories proved to be non-existent and we could get no helpful information from the occupants of that address. Of course, the transcript is now flagged and the student has been requested to call or come to the office, which, naturally, he has not done. We can go to all extremes to prevent such incidents, but there will always be those people who will manage a way to circumvent any precautions we might take. They may be motivated by a challenge to beat the system or by desperation for entry into a profession, graduate school or a job.

There are precautions we can take. If official transcripts are issued to students, they should be clearly marked just that, "Issued to Student." A Statement such as "Not valid unless signed and sealed by the Registrar" is also helpful to business personnel and others not in the educational field who do not know what to look for on an official transcript. But who knows the signature of every registrar in the country and how many seals are worn and illegible. We can safeguard our blank record forms, our office stationery, our office seals, we can carefully screen our help, but ultimately some responsibility must rest on the receiver. Our institution cannot be responsible for records accepted from students. If the receiver is willing to accept these records, he must also accept the risk that they could be forged or fraudulent.

I have touched briefly on problems that are or should be of concern to us. There are many of you who have had incredible experiences with fraudulent, forged and misused records, with computers, with service bureaus, with personnel, or the physical loss or damage to your records. There is no such thing as complete security but security of academic records is our responsibility so we must keep striving toward that mythical goal by covering all recognizable sources of potential weakness in our varying records systems.

Summary of Discussion

Following the presentations questions were addressed to the participants. Discussions involved the audience as well as the panelists.

1. What is your policy on releasing transcripts to parents?

Mr. Dunne of R.I.T. said grades for all first-year students are sent to parents. After that a letter goes to the parents telling them that hereafter grades will be sent to the student.

There are definitely two schools of thought on this subject. One is that if the parent is paying the bills he has a right to see the grades. The other is that if the student has reached majority he has a right to decide who will see his grades. Hopefully, this would be resolved between parent and offspring.

2. Do you make a difference between 18 year olds and those 21?

Mr. Dunne said he does not.

3. Do you put a hold on records when money is owed?

A show of hands indicated must do. Many colleges ask for payment before transcript is sent. Some hold grades, transcripts, and diplomas if a sizable amount is owed.

This question led into a discussion of releasing transcripts to students and the probability of forgery and the altering of grades. With the copying techniques of this modern day this presents no particular hardship to the dishonest student. The responsibility lies with the receiver.

An official transcript should bear the impression of the university seal. (How many persons receiving a transcript examine the seal to see if it actually is the seal of the university represented?) Many colleges verify the transcript if they do accept it from the student.

Another cause for concern in this area is the use of terminals in various offices on campus. The point was made that easy access to these terminals and to mechanical devices in computer centers by students is a matter for grave consideration. Policies for security should be made and strictly adhered to by all areas concerned.

These observations led into the area of who is responsible for collecting the fees for transcripts. The general practice seems to be for the Registrar to collect the fee. There were variations as indicated in Mr. Dunne's presentation. The student at R.I.T. is given a post card indicating the transcript fee. The transcript is not held and it is assumed the student will pay his fee at the Business Office. The students refer to the post card as their "Permission to Sin."

4. When a student has attended on the undergraduate levels and continues on the graduate level are two records kept?

The majority kept two separate records. The point was made that the computer had the capacity to determine between the two academic records.

STUDENT SEARCH AND MARKETING

Moderator: Henry E. Schmidt, Director of Admissions, The Pennsylvania State University, University Park, Pennsylvania

Panelists: Thomas Heaton, Director of Admissions, Fairleigh Dickinson University, Madison, New Jersey

T. Leslie MacMitchell, Executive Associate, College Entrance Examination Board, Middle States Region, Bethlehem, Pennsylvania

Recorder: Glenn Stroud, Associate Dean of Students, Philadelphia College of Art, Philadelphia, Pennsylvania

T. Leslie MacMitchell

The College Board has a number of programs which can be extremely helpful to institutions in the process of finding students: the Student Search Service, the

Summary Reports of the Admission Testing Program, and the College Report which contains the students test scores and other self-reported information (SDQ).

The Student Search Service is probably familiar to most of you. It is in its third year of operation and its use has been steadily increasing. More than 700 institutions used it last year. It is designed to give colleges the chance to identify and communicate directly to individuals whom the college is interested in as prospective students. It can provide the opportunity for an institution to increase the size of its applicant pool or to alter the composition along the lines of more high academic achievers, or students interested in particular fields of study, or students who came from minority/poverty backgrounds.

The Student Search operates very simply. The institution completes a participation form indicating the characteristics they want their future students to have, such as intended college major, sex, estimated parental contribution, high school grades, SAT scores, ethnic background, place of residence, and indicates the number of such students it wants to have identified. The characteristics specified are matched by computer with those of the students who agreed to have their name included in the Search pool. The names are reported to the institution in a variety of output options -- mailing labels, punched cards, or magnetic tape in alphabetic or zip code order, the latter to facilitate low-cost mailing.

There are three searches each year. The Spring Search, the largest of the three, identifies high school juniors who took the PSAT the previous fall. Since the results are available in April, it permits you to extend the traditional admissions and cycle time frame in order to contact students for summer on-campus seminars, early fall college days, and early admissions programs.

The Summer Search identifies students who have just completed their junior year, last year about 350,000. Because it is based on the ATP program it can provide finer tuning than the Spring Search for the institutions interested in identifying students by parental contributions, educational aspirations, and ethnic background.

The third Search or Winter Search results are available in February and are most often used to identify seniors who took the October, November, or December SAT or Achievements, or alternatively these plus students who took the SAT in their junior year. Since it comes relatively late in the Admissions cycle, the Winter Search can be used to fill the gaps that may be showing up; perhaps a drop in applications for a particular field of study, or students who can pay their own way.

The key to effective use of SSS is the institution's specifying and knowing very clearly what kinds of students it wants. The experience of institutions who have used the Search does suggest some ideas for ways to effectively communicate about your institution to students identified. First, let the student know that you are contacting him through the Student Search Service. Don't let him wonder where you got his name. If you can, tell him why you selected him; because of his "likely ability to benefit from the academically demanding but rewarding program at your institution, because he is qualified for a particular financial aid program or because you are seeking students who would be interested in a challenging new interdisciplinary program including sociology and economics." The extent to which you can personalize and tailor a letter may influence the student's interest in finding out more about your institution. If the student is admissable because of the test scores and high school record that you selected, it may be useful to tell the student that if he applies, he would very likely be admitted. Give the student something concrete to do if he is interested; return a postcard request for additional information, or sign up for an interview with a college representative or local alumnus. In fact, you could schedule travel according to the locations or the high schools of the students who are identified in the Search or those who respond to your mail contact.

The ATP Score Reports that you receive from students who asked that they be sent to your institution represent another very valuable way of identifying potential applicants. These are students who are already interested in you. If you contact and encourage these students, it's very likely that applications will result. Some institu-

tions, Purdue is one, use the ATP score reports they receive to identify students whose plans and needs suggest they are looking for a school like Purdue and whose test scores and high school performance meet the university's requirements. The result is an enthusiastic response to the student, virtually an offer of admission. As a result Purdue has had a fivefold increase in the number of applications, a threefold increase in the number of student campus visitations, and an increase in enrollment. The College Report serves as a preliminary application for admission.

The Summary reports of the Admissions Testing Program can help you review and develop a clear set of recruitment objectives that can suggest the kinds of students you should be looking for through programs like the Search because the Reports represent the kinds of students your institution attracts. The Summary Reports may also give you some clues on how to communicate about your institution effectively to various groups of students. It may also provide the opportunity to answer some of the questions about the effectiveness of the process of "finding students." The Summary Reports can provide some answers to questions like: Did the direct mail campaign bring a greater geographical diversity to our freshman class? Do students who come for a personal interview or meet with an alumnus more frequently enroll? Are we spending a great deal of effort to encourage applications from the highest ability level of students only to lose them to other colleges after we admit them? Which kinds of students persist at the institutions? Which perform outstandingly in the academic area? Which in the non-academic area? Answers to these questions should shape future recruitment objectives and admissions policies. A comparison of the profile of persisting students with the Enrolling Student Report could, for example, indicate that the students who are more proficient in the humanities -- as demonstrated by their high school record and Achievement Test Scores -- are less likely to persist in a science major than others. The comparison could suggest that out-of-state students who enroll are not as likely to stay as local students. The Validity Study option within the Summary Report can tell how well the admissions factors you consider predict students performance at your institution.

CUTS IN GOVERNMENT PROGRAMS, EFFECTS ON HIGHER EDUCATION

Moderator: Ernest F. Braatz, Assoc., Director of Admissions, Franklin Pierce College, Rindge, New Hampshire

Panelists: Richard Cost, Ass't to the President, Assoc. of New Jersey Independent Colleges and Universities Cranford, New Jersey

John E. Russel, Executive Director of Academic Support Services, Long Island University, C. W. Post Center, Greenvale, New York

Recorder: Joseph P. Kane, Association Director, Assoc. of Jesuit Colleges and Universities, Washington, D. C.

Richard W. Cost

In considering these remarks, I have tried to keep in mind the general theme of this conference--Humanizing the Educative Process...To Recapture or Realize the American Dream. Therefore, I would like to concentrate not on dollars or mechanics, but on social implications of funding changes.

In addition, it should be noted that funding changes, not cutbacks, will be the focal point of my remarks. Overall resources allocated to education have continued to increase during recent years. A recent article in the Harvard Business Review noted that "HEW's budget authority for FY73 was 87 billion dollars...the first civilian budget in U.S. history to eclipse that of DOD." The significant factor has been the mode of financing, not the amount.

To help understand current trends in funding emphasis, it is useful to review the history of federal involvement in financing higher education. The early days were characterized by limited involvement, and by involvement in regard to specific social needs. Programs embarked upon during this period of Federalism included:

1. Establishment of West Point in 1802, the Naval Academy in 1845, and ROTC in 1920.

2. The first federal research contract with the Franklin Institute in 1830 and the establishment of agricultural stations through the Hatch Act in 1887.

These programs reflected a willingness to appropriate funds to education where a definite social objective could be identified. This did not emcompass recognition of the benefits accruing to society-at-large through enrollment of a significant sector of the population in liberal higher education. Except where a specific social need was at issue, studentswho wished to attend colleges or universities provided or sought their own means of support through family, employment, or philanthropy.

In 1957, the scope of "national concern" was expanded considerable. The advent of the NDEA is wrapped up in one word--"Sputnik".

> "A whole new federal invasion of education was launched in response to the great fear that struck on October 4, 1957....We were suddenly willing to grant new powers to government and suppress historic and well reasoned objections to certain Federal activies out of plain, old fashioned fear....The Federal aid program is urged on by scare techniques and the stampede gains momentum".--Dr. John Howard, President, Rockford College, March 13, 1963.

Prompted by national concerns for the state of education, President Eisenhower on January 17, 1958 proposed to the 8th Congress, a remedial program in the field of education. Prophetically he stated at the time that "This is a temporary program and should not be considered as a permanent federal responsibility."

The final legislation, "To insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States," was signed into law by President Eisenhower September 2, 1958.

During the Johnson years, the broadened national interests continued to expand but more importantly shifted laterally to encompass additional social goals. As the economic and therefore social impact on the individual became increasingly clear, this role in terms of individual advancement in society was viewed increasingly as a mechanism for advancing social equality. Efforts were therefore directed toward enrolling large number of persons in higher education especially from low income families.

The Economic Opportunity Act of 1964 created the College Work Study Program and the Higher Education Act of 1965 the Educational Opportunity Grants which were targeted to low income families. Those programs reflected economic benefits to the indivdual and social benefits to all through broadened participation by some in higher education.

In recent years, one senses a rethinking back toward more limited social concerns and greater individual benefits. In his State of the Union message delivered to Congress, January 22, 1970, President Richard Nixon noted the possible limitations on Federal involvement in social programs:

> "At heart, the issue is effectiveness of Government. Ours has become...a society of large expectations. Government helped to generate those expectations. It undertook to meet them.
> "Yet increasingly it proved unable to do so. As a people we had too many visions and too little vision."

This statement questions whether government can take on overall social reform. Another commentator questioned whether it should do so.

> "American education will become diverse and relevant to the needs of both the student and the nation when and only when the student is forced to pay a very substantial portion of the total cost of his education." Professor S. J. Tonsor

The resulting, more limited social role of government was reflected in the Family Assistance Plan presented by the President in 1970. Basic support level plus self help characterize the FAP which was designed to:

1. "establish a federal floor for the needy, aged, blind and disabled," and
2. "extend public assistance for the first time to low income employed persons to keep them from becoming Welfare dependent."

The emerging role of base level support augmented by individual effort has a parallel in the administration's efforts to move toward a student aid program consisting solely of Basic Opportunity Grants (covering no more than half the cost of attendance) supplemented by an expanded loan program.

We arrive at a description of higher education as by and large producing an individual benefit which relates predominately to economic and vocational spheres. It certainly appears that the Federal role in this regard has returned to a modified federalism.

Carried further, this notion incorporates the market place model and probably the voucher concept.

One can observe the same phenomenon in regard to research grants. Restrictions are "tightening up". Projects must increasingly relate to specific social problems and assure specific redress.

Hopefully, such analysis will better enable one to predict the directions in which society and hence education are moving. Against this background, the next step is to access our own roles as registrars, admissions officers and directors of financial aid. This will hopefully be one of your concerns during the conference.

John E. Russel

This morning I will overview the various positions that have developed related to Federal Student Aid programs subsequent to the passing of the 1972 Education Amendments. My objective is not to present my own opinions which I will save for the question and comment period. I do, however, hope to make clear that the Student Aid program issues are extremely complex ones, and the questions of cuts in financial aid programs are answered quite differently dependent on the respondents and their interpretation of what cutbacks really mean.

On the one hand we find the defenders of federal programs as they exist today and as they were proposed by the executive branch of government for fiscal 1974. These proponents of current federal allocations argue that dollars allocated through the four major federal programs amount to $895.5 million in fiscal 1973 - the single largest sum of money directed toward college students since the inception of federal college student aid in 1958. These people also argue that President Nixon's proposed $1209 million allocation for fiscal 1974 is an indication of continued expansion of federal support to college students.

Proponents of the above stated position might place great emphasis on the view that the new B. E. O. G. program is merely a reflection of the position statements of College Scholarship Service, A.C.T. and College Entrance Examination Board Committees and panels charged with moving America toward equal opportunity for higher education. They might even look at the B. E. O. G. program with its stringent income requirements as a giant step in this direction. They might argue that the shift

from institution based on allocations to this entitlement program was absolutely necessary due to inequities in the distribution of federal funds among post-secondary institutions and to misuse of federal funds within certain institutions. This group might conclude by asking that groups seeking federal funds to be satisfied that the president's proposal for fiscal 1974 is fully $593 million or 96% more than the amount allocated for student aid in fiscal 1970.

On the other hand there is that group of people who contend that 1973 federal student aid allocations and the president's 1974 proposal represent a continuation and increase in inadequacy of support to college students. Members of this group argue that continuation of the College Work-Study, Supplemental Education Opportunity Grant and National Direct Student Loan programs at their 1972 level in fiscal 1973 is reducing the support these programs give to college students. They point to inflation in general and to increases in tuition and other education related expenses in particular as evidence for this position.

Perhaps, their most potent evidence that federal short-changing of college students is an on-going and increasing fact focuses on differences between Office of Education regional panel approved institutional application figures and actual institutional allocations for the three major institution based programs.

In fiscal 1970 the approved institutional applications figure was $723 million; actual allocations amounted to $616 million or 85% of the approved figure.

In fiscal 1971 the approved institutional applications figure was $900 million; actual allocations amounted to $706 million or 78% of the approved figure.

In fiscal 1972 the approved institutional applications figure was $1 billion 201 million; actual allocations amounted to $774 million or 64% of the approved figure.

In fiscal 1973 the approved institutional applications figure was $1 billion 535 million; actual allocations amounted to $774 million or 50% of the approved figure.

Even if one assumes that BEOG monies should be added to institutional allocations in making a comparison, with the $1 billion 535 million figure, one would still fall $639 million short of regional panel approved figures.

There are members of this group who find great fault with the BEOG program as it has unfolded. Among these critics is Representative Edith Green who chaired last year's Special subcommittee on education who contended at the recent NACAC meeting in Chicago that American College Students would have been far better off if emphasis had been placed on expansion of an early funding of the three institution-based programs for fiscal 1973 rather than on the slow development of the radically different BEOG program. It is Representative Green's contention that the only group benefiting greatly from the new entitlement program is the lumber industry of her home state of Oregon which was called upon for the five million pounds of paper needed for completion of BEOG applications. Mrs. Green feels that the movement toward an entitlement program would have made much more sense if it had been instituted on a small scale in a test locale where it could have been assessed reasonably. She makes a frontal attack on the two branches of the federal government involved in the development of the BEOG program for deceiving the American people by giving false hopes to college students that they would qualify for $1400 of federal monies.

Still another member of this group is Representative James O'Hara this year's chairman of the Special Subcommittee on Education who recently addressed the College Entrance Examination Board meeting in New York City. Representative O'Hara says that the federal government has failed to meet its social responsibilities to provide each American with the opportunity to use post-secondary education to develop himself to the fullest extent possible. According to Representative O'Hara high education has always been America's best investment. As such, he feels it should never be viewed solely as an expense. Representative O'Hara places the blame for the lack of adequate support to America's college students with the executive branch of government due to its funding proposals and to its threat of vetoing legislation.

Also opposed to federal support as it exists are hundreds of thousands of middle class Americans who strongly believe that the new entitlement program and funding of institution-based programs at the 1972 level present serious inequities to middle income people. These people argue that it is politically unrealistic to call upon middle class Americans to fund student aid programs when hardly any of the benefits of these programs are available to them.

Representative O'Hara perhaps depicted this position best when he said that middle class Americans are fed up with the grandiose schemes of the rich to pay for the education of the poor with the money of the middle class. O'Hara would once again place the blame on the executive branch of government for not pressing for tax reforms which would compel upper class people to carry their fair share of society's financial burdens.

Still another part of the opposition are proponents of increased aid to lower income people to include the panel on Financing Low Income and Minority Students in Higher Education which has recommended a maximum grant level of $2000. These critics are particularly annoyed that BEOG has a maximum award of $452 for students with an acknowledged entitlement need of $1400 under current legislation. These people also object to the Basic Grants Program because it is dependent on annual and uncertain levels of appropriations and it contains a provision that the basic grant may not exceed one half the cost of attending the institution of the student's choice.

There is also the college financial aid community which perceives the unfolding of federal programs to be a major obstacle to servicing the needs of people planning to attend or attending college. These professionals say it is impossible to operate effectively when you don't know how much money you are going to get for the next fiscal year until early summer as was the case for the past year for all but the NDSL program and as might well be true this year if there is a presidential veto of the Congress's bill. The professionals resent the black eye they all receive on an ongoing basis due to allegations that they mishandle federal monies. On a day-to-day basis these professionals interact with people who honestly feel they cannot afford to go to college of their choice on their own but who do not qualify for federal funds. This year these professionals are at a loss to explain to BEOG applicants that they don't qualify for these funds even though their parents' income level is far below that level at which one can qualify for EOG monies.

Finally, among the critics of current federal programs, there is the steadily increasing number of non-traditional students intending to study at colleges on a part-time basis who hear that educators recognize the trend toward non-traditional students but who are told they do not qualify for EOG, college work-study or BEOG monies because they are not attending college on a full-time basis and that they only qualify for NDSL funds if they are taking at least eight credits of course work.

I hope that from the foregoing it is clear that whereas there is agreement that there should be some sort of federal support to college students there is considerable conflict when it comes to discussing what constitutes and adequate support level,who should receive federal monies, and how best to give federal support.

I also hope the information I have provided will provide us with a framework within which to operate in the question and answer period.

Joseph P. Kane

Mr. Russell surveyed the pros and cons of the Nixon Administration's position on funding, particularly of student aid programs. He noted the major alternative positions, such as Mrs. Edith Green's, as well as the difficulties with present levels of aid.

Mr. Cost observed that while the pie grows, the reductions for education appear to increase. He injected the idea of the social philosophies behind national funding policies.

Comments and questions from the floor indicated that confusion was evident among counselors, admissions officers and student aid administrators. This was largely due to Administration actions both in appropriation cuts and in producing regulations apparently designed to cause procrastination and delay. The BEOG program looks presently like a disaster area.

Certain differences were observable on the panel regarding the concept of "need analysis" and its impact on various family income levels. This would require investigation.

In summazation the recorder observed that: (1) policies on higher and postsecondary education are in flux; (2) a rationale must be expressed clearly for both postsecondary and higher education; (3) institutions and their representative Washington association must provide strong input into the next higher education legislation (FY 75).

There are a variety of answers forthcoming: CED, Newman Reports, National Commission on Financing Postsecondary Education Study, new association policies, Carnegie Commission; the Administration's policies, etc. We have to exert strenuous efforts to understand and evaluate these studies and arrive at a coordinated higher education position, if at all possible. That is, if we all believe that the values of college education are a plausible goal to promote.

Today on the panel you have heard expert witness to the "philosophical" issues behind both student aid programs and their appropriations. You should be prepared over the next few years to become more familiar with this aspect of national policy. It may be the dominant issue for all of us.

PUTTING DATA PROCESSING TO WORK FOR US

Chairman: Thomas Anthony, Assoc. Dean of Admissions, Colgate University, Hamilton, New York

Panelists: Ronald G. Windsor, Director of Data Processing, Harford Community College, Bel Air, Maryland

John A. Winter, Manager of User Services, Pennsylvania State, 31 Shields Building, University Park, Pennsylvania

Recorder: Nancy M. Flora, Assistant Registrar, Ramapo College, Mahwah, New Jersey

Thomas S. Anthony

I'd like to raise the old question of institutional commitment. These are two words we hear applied to every aspect of institutional life from "Upward Bound" programs to football. The commitment is very real, however, and comes in two major parts: an enthusiastic decision to institute, or expand data-processing capacity and... the money to back it up! It is fairly simple to locate support for a new, or updated system, and very simple to find someone who will say "Make do with a limited budget, don't hire any more people," etc. These machines need money to live! Which leads me to what might be considered Truth #1: Buy or rent what you can afford, only after you have really determined that you need it, and that your job will be more effective with the new equipment.

When your study indicates that an up-dated facility is a necessity, a second truth is: Hire "professional" people to help. (It seems obvious, but must be stated for I know that it doesn't always happen.) It is frustrating for everyone concerned to have a data-processing facility only partially used because of professional ineptitude. Incidentally, a cut-throat but eminently practical suggestion is to seek a manager of data-processing from another educational institution where the problems have already been solved at least once.

One question it might be helpful to raise is that of who knows what's going on. There should be a member of the staff deputed to become familiar enough with the vagaries and possiblities of a data retrieval system to interpret for the staff and the manager of the data system -- there can literally be a language problem! Actually, this can go both ways: the interpreter can work in the center as a resident expert on the needs of each office and department.

Third, and I suppose this really should have been second, how to make the decision which company and model will best suit your needs, what will your needs be, and what is superfluous but nice, who can provide the perspective for gaining proper advice, who can conduct the research necessary to fit the equipment to your needs? Are your needs solely administrative? Do you want to combine an academic function with the administrative? Will you be using the facility for day-to-day work or long-range planning as well? If so, which will have a priority? How will confidentiality be maintained? Do you need a sophisticated computing ability, or will a good data-retrieval system suffice? Should you "contract out" for your entire system, or at least part of it -- if so, who can help you with that decision.

Next I feel that it is important to know how each user will be affected -- how each office relates -- how the overall system will be compatible, i.e., Admissions, Registration, Development, Controller, etc. This obviously calls for substantial cooperation among offices where individuality and possessiveness can be a very real obstacle.

Now at this point, I find myself return to the idea of commitment only this time on a local scale.

We may find ourselves convinced of the necessity of a data-processing system, but haven't reckoned with the commitment of the Office Manager who has always done things with great accuracy by hand and sees no reason to change -- the commitment of a staff member who ignores some of the essentials of the system, and the commitment of the staff member with moral "big brother" objections to the device. This opinions are valuable -- but trying, and their attitude will direcly affect the quality of the product.

Ronald G. Windsor

Applications

Many computer applications that we now take for granted, were 'unthinkable' fifteen years ago. Let's take a look backward.

In the not too distant past all of us were processing admissions and registrations manually. Later we obtained punched card processing capabilities, either some type of tab equipment or a card oriented computer. These card systems were an improvement over the manual method: but in many cases they still left a lot to be desired.

Next, some of us "graduated" to magnetic tape systems. The tape systems used the same basic principle as the car systems, that is, records were still processed sequentially. On the other hand, record sizes were not confined to the number of card columns and sorts were performed faster without as much possiblity of human error.

Many of you now have on-line admissions and student record systems which aid enrollment planning, pre-admissions guidance admissions evaluations, admissions counseling, scholarships and financial aid, housing and related student services, orientation and placement, advisement, registration, records, grading, graduation, and research and analysis. There are software houses where we can buy complete registration and admissions packages. And there are organizations, to which we may belong, that have as their objective the sharing of systems. Also, and to aid our planning and management, such packages as oasis (on-line administration systems) 1. campus (comprehensive analytical methods for planning in university and college systems), CAP/CS (computer assisted planning in university and colleges), and ICLM (induced course load matrix) are used.

1. Develped by project info at Stanford University
2. Developed by wiche

Huge on-line files, capable of storing thousands of millions of bytes of data are now in use. Tomorrow we will see even larger files. We have witnessed the evolutions of memories from vacumn tubes, to magnetic cores, to semi-conductors. Looking ahead, various vendors are now perfecting still better memories. Topmost of these new types are the "bubble" memory and holographic laser memory.

Costs

Applications development and software case have increased while machine costs have decreased. The major reason for these increased costs are people. Good programmers and analysts are in short supply and heavy demand. In addition, software has become more complex and our applications have broadened in scope.

This cost increase, coupled with the current emphasis on accountability in higher education, has caused our administrators to take harder and longer looks at what computer dollars are buying them. This is as it should be.

A computer has implications for our Presidents and Deans. There are organizational implications, staffing implications, implications relating to planning and decision-making, control implications, and economic implications. Unless top level administrators are aware of their role and responsibilities relative to data processing, the odds for a successful system are very, very slim.

Feasibility

The first question, relative to the automation of any activity should be, "is it feasible?" To answer this, a feasibility study should be conduced. The potential users should be on the study team.

The main purpose of the feasibility study is to define the problem clearly, to establish a plan of attack on it, to recommend whether further detailed study is necessary or desirable, and if so, to estimate the time and personnel requirements for conducting such a detailed or systems (or applications) study. The feasibility study is not intended to come up with a concrete solution to the problem.

The length of time for a feasibility study is normally short, It ranges from several weeks to several months. During, this time, personnel will be interviewed and all steps of the detailed study will be followed, but on a smaller scale and in more generalized ways. Again, what is being sought at this time is not the answer, but a clear understanding of the problem and an idea of how to get at the answer.

The possibilities for the answer to the problem may be any one of the following four:

1. Leave 'things' as they are
2. Do it manually
3. Do it by computer
4. Use a combination manual/computer method

As a result of the feasibility study, the scope of the project, as well as the objectives, are written down. In addition, a list of departments, the reports, and forms that are affected should be compiled. Background information should be included. This phase of the study should get the potential user and the data processing people together. The potential user, other affected department personnel, and data processing people should then discuss and firm-up the scope and objectives. At this time, an approach to the problem should be developed and the following estimated:

1. Time: Both elapsed and man-months
2. Number of Data processing people needed
3. Number of User people needed
4. Number of people from other areas that are needed

After this has been done, go over all of the preceding with the Dean, Vice-President, or other appropriate leader of all groups involved or affected by the study. These top level administrators must approve the study and "okay" the resources necessary to carry it out. With their approval the next step is the detailed or applications study.

The Application Study

The purpose of the Applications Study is to design the system. User participation is essential. Personnel from your area that are team members may be committed to the project from six months to several years. It is not something that takes place over night.

It is a process that can be compared to building a house. Think of yourself as the person for whom the house is being built. Think of the systems analyst as the architect.

Once this has been done, the first step is to gather information. In doing this, document your work. The need to write things down cannot be over emphasized. Some possible ways of gathering information are through "blue-sky" sessions, user team members, interviews, and personal observations. Also vendors and consultants should be used.

The second step is to develop possible solutions. At this juncture keep in mind the four possibilities of leaving things as they are, doing it manually, doing it by computer, or doing it by a combination manual/computer method.

The next step is to develop approaches to the potential solutions and to economically evaluate the selected solution.

The last step is to prepare a report. The report should include the team's recommendation for the best solution, the documentation developed in the preceding steps, the advantages and disadvantages of each system considered, the expected life of the system, and the new job descriptions (if appropriate). A schedule for programming, conversions, and training should also be included; as well as details for any new equipment needed. Finally, take care in planning the report and do a 'professional' job on it. A slip-shod document will turn the reader off before he reaches the first page.

If the preceding has been accomplished, the technological and economic aspects have been considered. That is, the cost for the systems, both developmental and operational, have been weighed against expected benefits; and alternate approaches to the problem and specification of the necessary technical resources required by each approach have been given proper thought.

Attitude

There is one last aspect of automation, closely aligned with feasibility that should also be considered. This is attitude. The attitude aspect of feasiblity is very seldom evaluated on a formal level. However, and because the best designed system won't work if users don't want them to, attitude is critical. People must be motivated to want to make a system work and this motivation is directly related to the ways colleges evaluate and reward the people using the system.

In short, top level administrators are in key positions to insure proper attitude. As mentioned, this part of feasibility is seldom, if ever, considered on a formal basis; but it is imperative that this aspect of feasibility be given thorough attention. The ramifications of attitude are many and subtle.

What Officers of Admissions and Registrars Can Do

I wish it possible to formulate an iron clad set of rules to guarantee a successful system. Unfortunately, this is not possible. There are, however, several guidelines you, as registrars and officers of admissions, can follow.

1. Don't be myopic Think about the total college. What are it's objectives? Relate your position and objectives to the college's *objectives*.

2. Don't keep your thoughts on computer use to yourself. Think of ways that the computer might be used by your area to achieve the preceeding objectives. If you have an idea; be prepared to put a value on it. This value may be any one, or a combination of three types:

   A. Cost Value - for example, which applications will reduce operating costs, clerical costs and overhead expense? or what costs can be avoided in the future, considering college growth? or which areas of the college perform work which is repetitive and might be done by the computer more economically?

   B. Qualitative Value - This value involves an improvement in the performance of administration and operations.

   C. Institutional Value - This value is concerned with college objectives, college organization, and other institutional factors. For example, humanizing education might be an institutional value.

3. Don't be passive. Participate in systems design. The system will not belong exclusively to the data processing center, it will also be yours. In addition, insist on being included in trade-off decisions. For example, should more time be spent in development to have a better end product, or is a shorter developmental period desirable in view of the "now" need. Don't force computer center personnel to make these kinds of decisions.

4. Don't keep making changes. Allow the design to be frozen. Although a design may not be perfect, it must be "frozen" at some point in time, or an operational system will never be produced.

5. Don't just complain if the system doesn't function like you want it to. You are part of it. Ask those that work for you to make recommendations for improving the system and relay these recommendations to the computer center staff. Also, ask for an evaluation of the system after it has been in operation for a while. This is the follow-up. It is essential. Not only may it correct some flaws; it may also cause the computer center staff to do a better job on the next project.

6. Don't allow duplicate systems to exist. Don't keep two systems that do the same thing; one for the computer department and one for your group. Encourage those under your supervision to use the new system.

7. Don't insist that the new system resemble the old system as nearly as possible. Allow innovation; better yet, be innovative. Open yourself to change.

8. Don't encourage your personnel to blame everything on the computer. It's a natural tendency to blame the machine, after all, the computer cannot talk back.

In summary, the computer means change. Those of you that have the ability to accept and take advantage of change; will undoubtedly be good computer users. Those of you that like the status quo, may find it traumatic to cope with the computer's impact. And I don't mean, that simply tolerating the computer is sufficient. If you begrudgingly accept the computer, you will not be pleased with its work.

John A. Winter

In keeping with the theme of this conference, viz., Humanizing the Education Pro-

cess, it is particularly appropriate to emphasize that process within the context of this panel's subject area -- Putting Data Processing to work for us. It seems so often that de-humanizing occurs when it comes to the design, implementation and ultimate utilization of computerized data processing systems. The people affected are (1) users of the system(s); for example Registrars, Admissions Officers, Scheduling Officers, etc. and in turn the students themselves. Also affected are (2) the architects of the systems, i.e., the systems analysts and programmers.

How does this de-humanizing come about? Experience and state-of-the-art literature identify at least three steps that must be followed to avoid the design of de-humanized systems. First is the education process necessary to provide the ultimate users of the system with knowledge about effective utilization of data processing systems. In turn, the users must educate the designers of the systems about the roles goals, responsibilities, mission and problem areas of the user's organization. Secondly, is the necessary but too often unspecified involvement required by the end user in the design of the system. I cannot over-emphasize how important this involvement process is to be successful implementation of systems. Lastly, and possibly most important is the plan of action, guidelines, or checklist the designer and user agree upon. Inherent in it are the education and involvement aspects.

What I hope to accomplish in this presentation is to provide you with some tools of the trade, used by analysts and programmers, which could help keep both the designer and the user on their toes during the development of a system. These tools are contained in an outline, a checklist, if you will, that you can use to improve the communication between your personnel and the data processing personnel at your location. The desired result being more efficient and effective data processing systems working for you. As a user you can come better prepared to discuss your problems with data processing personnel if you follow this outline. Also, you can help to cause the successful solution to your data processing problems by being involved.

Checklist of Procedures to Follow For Putting Data Processing to Work

I. Orientation

A. Statement of the problem - a general discussion of the problem without discussing a solution.
B. Statement of how computerized data processing is viewed as a solution.
C. Statement of organization's goals, objectives, responsibilities and future plans.

II. Review Existing System

A. Show flow of information through existing system

1. Source of data - where data comes from
2. Communication media used
3. Identify source (input) documents
4. Frequency and volume of input
5. Storage of data; how and where
6. Requests of present system - type, frequency, volume
7. Manipulation (calculations, computations) of data to achieve results
8. Results, reports, products of data manipulation
9. Users of results
10. Flow chart present system

III. Determine System Requirements

A. Background - a brief description of events or problems leading to requirements for solution

B. Identify known or anticipated requirements for:

1. Inputs
2. Products or outputs
3. Logic operations
4. Storage
5. Resources - equipment, personnel, facilities, software
6. Installation and implementation
7. Operational
8. Maintenance

C. Funds required to develop, operate and maintain system
D. Evaluate requirements relative to organization's goals and objectives.

IV. Compare Current and Proposed System(s)

A. Establish clear relationship between current and proposed systems
B. Describe not only for ADP support but also for all components
C. Show flow charts of current and proposed systems
D. Describe interfaces with other systems
E. Identify standards by which current and proposed systems are and would be measured

V. List Advantages and Disadvantages

A. Show direct or indirect monetary savings or losses
B. Show one-time or recurring savings if any
C. Quantitative and/or qualitative benefits if any
D. Personnel, equipment, etc. Savings or losses
E. Other benefits or disadvantages as applicable

VI. System Design

A. Plan out and schedule work assignments - PERT, CPM
B. Designate personnel to design system - users and designers
C. Assign responsibilities
D. Design form and content of all outputs
E. Design form and content of all inputs
F. Design record content and file structure(s)
G. Designate computations, procedures, and operations that must take place.
H. Flow diagram
I. Write operating procedures
J. Proof test
K. Evaluate
L. Freeze design work

VII. System Programming

A. Review system spcifications
B. Develop program plan
C. Detail processing operations
D. Code processing operations
E. Test, debug, turnover
F. Document

VIII. Implementation

A. Develop plan; set milestones, assign personnel and responsibilities
B. Use project planning and control tools (e.g. PERT, CP, etc.)
C. Determine priority of implementation
D. Determine parallel period of operation and cutoff date
E. Educate and train personnel - user and DP personnel

1. What new system will and will not do
2. How to use and operate it
3. How to maintain it.

F. Prepare User Manuals
G. Retire old system.

HAVE ADMISSIONS OFFICERS CHANGED WITH THE CHANGES

Moderator: Edwina L. Ward, Ass't Director of Admissions
College of Saint Elizabeth, Convent Station, New Jersey

Panelists: Barney Jensen, Director of Admissions and Registrar
Wagner College, Staten Island, New York

Ralph Mickelson, Director of Admissions, Centenary
College for Women, Hackettstown, New Jersey

Recorder: Evelyn Schroedl, Associate Registrar, Goucher
College, Towson, Maryland

Barney Jensen

Each of us as panel members have been asked to comment briefly on the question "Have admissions officers changed with the changes"?

I think the obvious answer is - yes, we have changed with the changes of our times. But the important question is, have we changed enough; have our interests, attitudes, methods and procedures made us more effective in our work.

You'll all agree I'm sure, that the task of admitting new students into college is today a complex undertaking which must be extremely sensitive to changes of all kinds. From the planning of the first admissions brochure to the eventual enrollment of the student as a freshman, there are literally scores of changes that must be made- some daily, some weekly, and some only occasionally.

Let's take a closer look at two major changes and see whether we think admissions people have kept pace with these changes. First is the change in the life-style of today's student. With the end of the Selective Service Draft, for instance, there has been less pressure on young men to go on to college immediately after high school. And now, these days both men and women are more inclined to defer entrance to college for a year or two. There is also much more transferring in and out of institutions than there used to be. Young people, I believe, are more honest with themselves, and are seeking fulfillment in ways often contrary to tradition. This change in life-style is shown in their lack of interest in campus living; in their desire for more freedom of behavior.

Admissions officers have seen these changes coming for some time, and although there are no simple cures for many of these problems, awareness of the need prompts us to seek solutions. For example, many institutions are now offering resident students a choice of campus housing - from the traditional all men or all women halls, with possibly some options such as quiet floors - to numerous variations of coed-dorm living. Five years ago coed-dorms were simply not discussed seriously at most universities and colleges.

A second major factor that has affected all of us profoundly, is that of our national economy. The rising cost of living and consequent lack of money available for college expenses, has greatly reduced the number of applications, particularly at private institutions. With more students going on to two-year and four-year public, county, and city colleges, changes in recruiting, in financial air offerings, and in curriculum became imperative for the affected institutions. Recruiting of two-year transfer students has swung into high gear, with the transfer coordinator at the Junior

College the key person to get to know. Financial aid programs have had to be re-evaluated with the goal of making additional aid available to more students. The admissions officer usually doesn't have the authority to approve more aid money, but he does have a powerful voice in the formulation of such policy.

. When I began in Admissions 13 years ago, data processing by computer was in its infancy on most college campuses. Today, I wonder how we ever managed without it. I think most of us in admissions work have recognized the need to keep up with our changing times -- to not do so can be fatal to the institution we labor for. I do believe though, that many of us need to change more than we have. It's too easy to become complacent and ride along on a wave of recent success. Sooner or later that wave reaches shallow water.

As an example of how we as admissions officers must be willing to change, allow me to cite a personal experience at Wagner. Two years ago one of my recruiters bought himself a small, self-contained motor home to travel and live in. Although I couldn't see any objections to him using it as a home-away-from-home, -- particularly since it wasn't going to cost the college any more money - I still had a very difficult time convincing top management that this might be an effective innovation in recruiting. This past summer, with immediate approval from the college, he bought himself a larger, 30-foot motor home which we have designated "Wagner College Mobile Admissions Office". Instead of the admissions counselor going to the Guidance office at the high school to speak to the counselor and prospective students, he parks the van in a designated area and counselor and students come to see him. Since Guidance Offices are so overcrowded today, with college representatives constantly knocking on high school doors, an innovation such as this motor home office - which doesn't take up space in the Guidance Office - is always welcomed by the high school. We have found our representative is seeking many more students than he did with a conventional visit.

The point I'm trying to make is that often we admissions people must first be willing to accept a new idea, and then tackle the job of selling it to our superiors. Thank you.

Ralph Mickelson

Mr. Mickelson, a last minute replacement, had no prepared statement but countered Mr. Jensen's question "Have we changed enough?" by cautioning admissions officers not to be tempted to change too much. Some admissions people, for example, are questioning the continued value of the high school visit. Since high school visits have been a primary source of applications for colleges in the past, Mr. Mickelson recommends revamping the school visit and using it as the main thrust of admissions work. He suggested strengthening such a program by keeping the same representative in an area over a period of time in order to give the association an opportunity to develop. Visiting a small number of schools encourages mutual trust and understanding and promotes good relationship. He proposed that visiting two high schools per day is far more effective than visiting seven schools.

He cautioned also that in establishing a working relationship with a high school the college representative should uphold the integrity of his institution by being direct and completely honest with the counselor. It is not necessary, he said, to tell the high school what you think they want to hear.

Mr. Mickelson suggested a change in outlook. Instead of looking for students to fill quotas, look for students who have a need for the kind of education you have to offer.

Discussion

With traditional patterns of education changing, admissions officers should be seeking out nontraditional students.

Senior citizens - offering free tuition to senior citizens promotes good will in the community and should result in eventual benefits to the college.

Veterans - develop programs for informing veterans how they can make the best use of their educational benefits.

Handicapped students - traditionally overlooked. Some effort on the part of educational institutions would make life considerably easier for people with physical problems.

Men and women beyond college age - make it possible for these students to take part in regular college programs.

High school students - attendance at a college with college age students may make the difference between apathy and motivation in the high school student's academic career.

How about seeking financial aid from business and industry for students with special needs?

WHAT'S THAT? UNIVERSITY WITHOUT WALLS, CREDIT BY EXAMINATION, ALTERNATE HIGH SCHOOLS!!!

Moderator and Panelist:	Thomas McCarthy, Registrar, Thomas Edison College Trenton, New Jersey
Panelists	Ronald H. Miller, Project Coordinator, New York Regents Council for Postsecondary Education, Pace College, New York, New York
	E. Theodore Steir, Director of Admissions Newark State College, Union, New Jersey
Recorder:	John T. Moore, Registrar, Susquehanna University Selinsgrove, Pennsylvania

E. Theodore Stein Steir

Beginning in the 1971-1972 academic year, Newark State College began urging all Freshman to take CLEP examinations. During that academic year over four hundred students -- about 25% of the Freshman class -- took the examinations. 96% of the students received credit as a result. Students were awarded credit for General Examinations scores at or above the 25th percentile, and for the Subject Examinations at or above the 50th percentile. 93% of the students received 3 to 30 credits. 25% of the students tested received 27 to 30 credits immediately, and became "Instant Sophomores." Of the students tested, 82% received 6 credits in mathematics and 51% received an equal amount of credit in the social sciences.

An effort was made during the following academic year to compare students who received credit from CLEP examinations with the entire undergraduate student body.

	STUDENT BODY	CLEP STUDENTS
Average GPA	2.79	2.70
% Over 3.00	49.8	34.1
% 2.00 - 2.99	47	55.4
% Below 2.00	10.2	10.5

Comparison of Freshman who had taken the CLEP examinations with those who had not resulted in the following information

	STUDENT BODY	CLEP STUDENTS
Average GPA	2.67	2.58
% Honors Quality	10	6
% 3.00 or Better	33	24.2
% 2.00 - 2.99	53	64

Experience with CLEP students at Newark State suggests some conclusions: (1) 88.9% of CLEP Freshmen and 89.8% of all other Freshmen succeeded academically and went on to their second year of study. (2) CLEP credits were not detrimental to academic success. (3) There is a possible correlation between CLEP and SAT scores, although it is not possible at this time to determine whether this may reflect the higher motivation of some students or more fully developed test taking skills.

There is yet no evidence bearing on whether "Instant Sophomores" will tend to finish their Bachelors' Programs earlier than their contemporaries. It appears that some older students and veterans are in fact doing this. Interviews of typical Freshmen suggest that they normally utilize their CLEP credits to satisfy general education requirements, going on in their studies to more advanced levels within the traditional four-year period.

The use of CLEP at Newark State has presented no significant problems, nor has it been an academic panacea. There is a continuing need to make a comparative study about outcomes regarding the use of CLEP examinations. Of particular interest is whether these students tend to succeed in their chosen fields after graduation at the same rate as those who have completed more traditional programs.

Ronald H. Miller

The definition of non-traditional education developed by the Commission on Non-traditional Study is ... "an attitude that puts the student first and the institution second, concentrates more on the former's needs than the latter's convenience, encourages diversity of individual opportunity, and de-emphasizes time and space or even course requirements in favor of competence and, wherever applicable, performance."

Some institutions of postsecondary education recently have discovered that there is a large base of adults over 25 years of age who for a variety of personal reasons are seeking to earn a degree. Empire State College of the State University of New York, and the City University of New York's CUNY Baccalaureate Program were two such institutions. While many institutions have been increasing the options for adult students, little has been done to aid adults in identifying the programs which best suit their needs or interests for example, it commonly is necessary to enroll in a particular program before one's experience can be evaluated. Moreover, the proliferation of learning opportunities for adults compounds students' problems in sorting out and utilizing their program options in an informed manner.

Fortunately, a growing number of professionals are trying to help student John Doe know and use his learning options. Thomas A. Edison College in New Jersey offers guidance and counseling to adults seeking learning opportunities. In January, 1974, the Regional Learning Service of Central New York will provide adults beyond the institutional walls with the counseling, facilitating, and assessing to enhance learning opportunities. The Massachusetts Advisory Council on Education is now advocating the establishment of regional service bureaus which would disseminate information on all postsecondary continuing education programs.

Thomas P. McCarthy

The title of this session was meant to be provocative but with the changes going on in secondary and post-secondary education, one could hardly be shocked by alternate high schools, credit by examination or even universities without walls.

Houle[1] divides modern external degrees into three major categories: extension, adult, and assessment. The first two types of degrees have been and are being offered by colleges and universities throughout the country. The assessment degree is a new concept in the United States but has been offered in Europe for over a

[1]Cyril Houle, The External Degree (1973), Jossey-Bass.

century. Thomas Edison College of New Jersey and the New York Regents External Degree Program are two working examples of the assessment model of the external degree. These remarks are confined to what Thomas Edison College is and what it is doing.

The newest state college in New Jersey, Thomas Edison offers associate and baccalaureate degrees through assessment of college-level knowledge. The college offers no instruction nor does it intend to do so. Anyone can enroll in the college and request an evaluation of his or her college-level knowledge, including both the evaluation of transcripts from accredited colleges and universities and of results of college-level testing programs such as CLEP, New York State's CPEP and Regents External Degree Examinations, Advanced Placement and USAFI Examinations. Since over 50% of our students are now or were at one time in military service there might also be formal service courses to be evaluated. A student who feels that he or she has acquired college-level knowledge in an area that cannot be assessed adequately by existing proficiency examinations could request an individual assessment of this knowledge by a competent expert, usually faculty of one of the New Jersey colleges. The results of the assessment also would appear on the Thomas Edison College transcript. After this evaluation has been completed, a transcript is prepared listing the courses accepted and those examinations which are being used for college credit. A student may request a copy of this transcript at any time.

The most important need of an external degree student is counseling, As a result, a counseling office was established as one of the first segments of Thomas Edison College. Counseling is available to prospective students as well as enrolled students and plays an important role in the individual assessment process

Edison College offers both a traditional Associate in Arts Degree and a new Bachelor of Science in Business Administration Degree. Most of the students who were awarded degrees in June and already completed the requirements at two or four year colleges but had never received a degree. About 20% of these students had earned some credit through CLEP, CPEP or USAFI or as a result of a formal service school. At least half of the graduates are enrolled in the bachelor's degree program in business administration.

The bachelor's degree is a competency-based degree. Each student must acquire basic competency in five areas of business (accounting, finance, management of human resources, marketing and operations management): intermediate competency in two of the five areas; and an advanced competency in one area. A competency in business environment and strategy must also be met by all degree candidates. These competencies are met by examinations which have been prepared by educators in the appropriate areas. Over 200 students are enrolled in the bachelor's degree program and the first degrees should be awarded in late 1974.

The college is currently developing three additional degrees -- a bachelor of arts and two associate in applied science degrees, one in management and one in radiological technology. These degrees will not be available before July, 1974.

BUSINESS MEETING

The annual business meeting was held at 11:20 a.m. on Wednesday, November 28. Attendance was relatively small, but the business of the organization was conducted. The report of the Secretary which follows was accepted.

SUMMARY REPORT OF MSACROA EXECUTIVE COMMITTEE MEETINGS
REPORT OF THE SECRETARY
November 1972 thru November 1973

The first Executive Committee meeting was held at the conclusion of the 1972

annual MSACROA meeting at which time Glenn Wells was secretary. Since he resigned from his position at Temple University to become owner of John Hancock Inn, Hancock, New Hampshire, he apparently, in the move, misplaced the minutes of the November 30th meeting. Actually the newly elected officers were acquainted with their duties and reviewed proposed plans for the 1972-73 year. The questionnaire, concerning site selection, was discussed.

The second Executive Committee meeting was held at Host Farm on February 7, 1973. It was reported by Paul H. Anderson, Treasurer, that the cost of the 1972 MSACROA meeting was $1,830.00 which was considerably less than the last annual meeting held at the Hotel Dennis in Atlantic City, New Jersey.

The newly organized Professional Activities Committee consists of two registrars and five admissions officers. Dr. Bernard A. Reed, Director of Admissions, Trenton State College, Trenton, New Jersey is chairman of this committee. This committee will consider and investigate the following: areas of new interests, institutions in trouble, provide a special mailing, "what is on your mind," sponsor a MOD seminar, find out what other regional meetings are doing, and provide ideas for the 1974 annual meeting. During the balance of the meeting, Program Chairman Sister Lucille Anne Egan reviewed the proposed program for the 1973 annual meeting.

The third Executive Committee meeting was held at Grossinger's on June 26, 27, 28, 1973. Treasurer, Paul Anderson reported a balance of $120.56 in the checking account and $6,035.12 in the savings account. There was much discussion concerning paying staff honorariums. It was decided that the Professional Activities Committee set up guidelines for operating expenses. There was discussion concerning regional workshops; there should be Association approval of workshops and check who is organizing and sponsoring workshops.

The Nominating Committee reported the desire to have greater representation of colleges and universities but also include representatives from junior colleges, community colleges, professional schools and people representing minority groups. Attendance, participation and continued interests in the Association appear to be the attributes of desirable officers in the Association.

It was decided by the Executive Committee that the 1974 annual meeting will be held at Grossinger's. Rates are expected to be $28.00 to $29.00 per day and $3.65 per day gratuities charge. Everyone must register for three meals per day - American Plan. No credit cards accepted. It was recommended that we return to Atlantic City in 1975.

In the future, the Executive Committee will appoint a regional committee to represent us at national meetings. The Executive Committee discussed our relationship with A.C.A.C., Financial Aid Officers, Foreign Student Advisers Association and Institutional Research Commission.

The fourth Executive Committee was held on Monday, November 26, 1973, at Host Farm. Many items were reviewed, such as treasurer's report, nominating committee's report, review of people eligible for Honorary Membership and proposals of the Professional Activities Committee. Jack Neal has prepared recommendations pertaining to the development of projected operating budgets for our organization. The report covers professional services, printing and travel allowances. It is the purpose, that budgets be submitted to the treasurer by January 15th of each year.

It is proposed, by the Association Editor, that a definite timetable be established for submitting all news items and committee reports.

We heard a report from President Nancy Rutter concerning AACROA Steering Committee for Regional Meetings. A two and half day meeting was held in Kentucky this past summer concerning this matter.

Submitted by: Oskar H. Larsson, Secretary

TREASURER'S REPORT
December 1, 1972 - November 30, 1973

Balance - December 1, 1972:			
Checking Account	$ 692.83		
Savings Account	5500.00		
			$6192.83
Income:			
Collections at 1972 Annual Meeting	$1566.00	(423 people)	
Interest on Savings Account	251.30		
Bus Tour Receipts	79.50		
Exhibitors Fees	195.00		
Dues (977 people)	4885.00		
			$6976.80
Expenses:			
1972 Annual Meeting	$2025.37		
Proceedings of 1972 Annual Meeting	1896.24		
Newsletters	662.05		
Executive Committee Expenses	424.88		
Professional Activities Committee	323.63		
A.A.C.R.A.O. Meeting in Los Angeles	240.80		
Treasurer's Expenses	231.86		
Miscellaneous	168.03		
Other Committee Expenses	166.89		
Admissions Workshops	94.16		
Middle States Membership	25.00		
Petty Cash	20.00		
1973 Annual Meeting (to date)	15.73		
Bank Charges	1.10		
			$6294.74
Balance - November 30, 1973:			
Checking Account	$ 374.89		
Savings Account	6500.00		
			$6874.89

Paul H. Anderson, Treasurer
November 15, 1973

M.S.A.C.R.O.A. 1973 Membership Report

INSTITUTIONS REPRESENTED

	2 Year Public	2 Year Private	4(+)Year Public	4(+)Year Private	Professional or Graduate Schools	Others	TOTALS
Canal Zone			1				1
Puerto Rico		1		1			2
Delaware		2	2				4
D.C.		1	2	8	1	1**	13
Maryland	12	1	10	11	1		35
New Jersey	12	5	10	19	2		48
New York	27	6	26	82	11		152
Pennsylvania	12	6	15	71	7	1*	112
TOTALS	63	22	66	192	22	2	367

* American College Admissions Center in Philadelphia
** Association of American Medical Colleges in Washington, D.C.

PEOPLE REPRESENTED

(People are shown by the office area in which they work. For example: Registrar's Office includes - records, scheduling, & evaluation of records.)

OFFICE AREA:	2 Year Public	2 Year Private	4(+)Year Public	4(+)Year Private	Prof. or Grad. School	TOTALS
Registrar	62	22	131	222	21	460
Admissions	39	16	65	203	12	335
Registrar and Admissions	24	1	25	17	5	72
Student Personnel	7	2	2	5	4	20
Administration	2		7	10		19
Academic Dean or Vice-President		2	3	6	4	15
Admissions and Financial Aid			3	6		9
Financial Aid	1	1	2	5		9
Not Given	2	1	5			8
Registrar and Academic Dean				5	1	6
Institutional Research	1		1	3		5
Computer Services			3	2		5
Admissions and Student Personnel	1				3	4
Academic Advisement			2			2
President				1		1
Registrar & Institutional Research	1					1
Admissions & Institutional Research	1					1
Admissions & Academic Dean					1	1
TOTALS	141	45	249	485	53	973**

**Does not include American College Admissions Center & Association of American Medical Colleges: thus, total membership is 977. (An increase of 56.3% in membership since 1969).

NUMBER OF MEMBERS IN PAST YEARS

1972 - 919
1971 - 886
1970 - 824
1969 - 625
1968 - 633
1967 - 565
1966 - 509

COMPARATIVE TREASURER'S REPORTS: 1969 through 1973

INCCME:	1973	1972	1971	1970	1969
Dues	$4885.00	$4590.00	$4430.00	$4120.00	$3125.00
Bank Interest	251.30	271.21	268.43	89.41	164.75
Collection at Previous Annual Meeting	1566.00	2740.00	3724.50	2668.00	
Bus Tour Receipts	79.50				
Exhibitors Fees	195.00				
TOTAL INCCME	$6976.80	$7601.21	$8422.93	$6877.41	$3289.75
EXPENSES:					
Previous Annual Meeting	$2025.37	$4405.65	$3758.96	$2689.09	$ 305.97
Proceedings of Previous Annual Meeting	1895.24	1861.36	1297.76	905.27	
Executive Committee Exp.	424.88	1170.18	692.26	181.23	
Annual National Meeting	240.80	372.04	327.50	342.00	
Printing			325.45		2555.68
Newsletters	662.05	290.39	202.91		
Treasurer's Expenses	231.86	133.90	189.84	161.53	
Miscellaneous	168.03	72.72	189.51	224.36	413.87
Other Committee Expenses	166.89	344.41	150.50		
Three-Year Insurance Bond			126.00		
Present Annual Meeting (to date)	15.73	170.29	102.90	472.11	
Middle States Membership	25.00	25.00	25.00		
Admissions Workshops	94.16	345.96			
Professional Activities Committee	323.63				
Petty Cash	20.00			8.65	
Bank Charges	1.10			4.50	4.84
Travel					205.07
Postage					85.18
Supplies and IBM Services					15.00
TOTAL EXPENSES	$6294.74	$9191.90	$7388.59	$4988.74	$3585.61
ASSETS AT END OF FISCAL YEAR	$6874.89	$6192.83	$7783.52	$6749.18	$4860.51

Paul H. Anderson, Treasurer

It was moved, seconded, and approved that the report be accepted as read.

PROFESSIONAL ACTIVITIES COMMITTEE REPORT
November 28, 1973

		#	%
1. Control:	(1) Public	165	41
	(2) Private	235	59
		400	100

2.	Size	(1) Under 500	22	5
		(2) 500-999	60	15
		(3) 1,000-2,499	121	30
		(4) 2,500-4,999	67	17
		(5) 5,000-10,000	57	14
		(6) Over 10,000	74	19
				100
3.	Type:	(1) 2-year	90	22
		(2) 4-year	122	31
		(3) 4-year with graduate	170	43
		(4) Graduate and/or professional only	7	2
		(5) Other	8	2
				100
4.	Location:	(1) Canal Zone	1	
		(2) Delaware	6	1
		(3) District of Columbia	10	3
		(4) Maryland	37	9
		(5) New Jersey	51	13
		(6) New York	163	40
		(7) Pennsylvania	139	34
		(8) Puerto Rico	0	
		(9) Virgin Islands	0	
				100

5.	Areas best describing those in which we work.		#	%
	(00)	Admissions Activities	175	44
	(01)	Financial Aid Activities	4	1
	(02)	Registrars' Activities	133	33
	(03)	International Education Activities	1	
	(04)	Data Systems and Machine Activities	1	
	(05)	Institutional Research Activities	3	1
	(06)	Combination--Registrar and Admissions	40	10
	(07)	Combination--Registrar and Data Systems	15	4
	(08)	Combination--Admissions and International Educ.	3	1
	(09)	Combination--Admissions and Financial Aid	24	6
	(10)	Combination--Registrar and Institutional Research	0	
				100

6. What is your job title? Detail may be used for further study.

			Per Cent			#
			Major	Some	None	
7.	Degree of our involvment:					
	(00)	Undergraduate Admissions	54-	22	24	378
	(01)	Graduate Admissions	6	14	80-	330
	(02)	Professional School Admissions	4	8	88-	324
	(03)	Admissions Counseling	40-	28	32	373
	(04)	Admissions Recruitment	42-	22	36	364
	(05)	Research in Admissions	22	44-	34	366
	(06)	Foreign Student Admissions	24	40-	36	363
	(07)	Transcript Evaluation	46-	37	17	374
	(08)	School/College Relations	40-	34	26	364
	(09)	Records and Transcript Management	52-	26	22	378
	(10)	Enrollment Studies	45-	45-	10	381
	(11)	Graduation	41-	25	34	374
	(12)	University Publications	10	59-	31	361
	(13)	Registration	54-	25	51	384
	(14)	Academic Advising	14	55-	31	375
	(15)	Master Schedule Development	39	14	47-	373
	(16)	Student Scheduling	36	23	41-	373
	(17)	Financial Aid	10	40	50-	368
	(18)	Computer Operation	11	46-	43	368

7. Degree of our involvement	PerCent			#
	Major	Some	None	
(19) Institutional Research	11	58-	31	374
(20) Systems Development	15	38	47	364
(21) Preparing Reports to External Agencies	29	56-	15	379
(22) Teaching	1	17	82	360
(23) Curriculum Planning	5	35	60-	360
(24) Enrollment Forecasting	33	54	13	381
(25) Testing	4	22	74-	357
(26) Review of Student Academic Progress	27	39-	34	377
(27) Academic Calendars	27	32	40	371
(28) Space Management	17	31	52-	370
(29) Other	39	14	47-	56

-= largest percentage

The degree to which members think certain matters deserve attention, in percent

	High Priority	Moderate	Little	N
8. Developing ACADEMIC CALENDARS	19	55-	26	373
9. Handling ACADEMIC PROGRESS REVIEW	25	51-	24	359
10. Where do we stand on ACCREDITATION	22	57-	21	359
11. ARTICULATION between admissions & registration	44	45-	11	376
12. ARTICULATION between two and four years colleges	57-	37	6	374
13. ARTICULATION between high school and college	57-	36	7	359
14. COMMUNICATION between applicant and the Admissions Office	56-	31	12	362
15. Building a DATA BASE	51-	43	6	375
16. Basic system of DATA PROCESSING	40	46-	14	366
17. Make a survey of DATA PROCESSING activities	30	49-	21	360
18. ENROLLMENT STUDIES AND FORECASTING	61-	35	4	379
19. ETHICS for the profession	49-	42	9	378
20. How to minimize FILING	28	48-	24	372
21. Simplifying FINANCIAL AID procedures	38	43-	19	361
22. Handling FOREIGN STUDENTS	22	58-	20	363
23. Techniques of FORM DESIGN for efficiency	35	47-	18	362
24. Developing "HOW TO" manuals for Admissions officers	38-	38-	24	362
25. Developing "HOW TO" manuals for registrars	49-	33	18	378
26. Effecting better INTER-OFFICE RELATIONS	28	50-	22	367
27. Ways and means of performing INSTITUTION RESEARCH	38	49-	13	371
28. IN-SERVICE professional training for newcomers	44-	44-	12	373
29. Liaison with other PROFESSIONAL ORGANIZATIONS	19	62-	19	363
30. Developing LONG RANGE PLANS AND GOALS for the admissions office	46-	44	10	362
31. Developing LONG RANGE PLANS AND GOALS for the registrar's office	45-	45-	10	370
32. Holding periodic meetings of regional groups with MSACRAO	32	58	10	376
33. NEW WAYS OF DOING OLD THINGS Details given to Executive Committee				96
34. How to MAIL inexpensively and efficiently	44-	41	15	378
35. Techniques of PERSONNEL MANAGEMENT	31	54	15	367
36. Establish a PLACEMENT OFFICE For the MSACRAO region	27	52-	21	371
37. How to make realistic PROJECTIONS for enrollment	61	32	7	366
38 Building programs around the newly developed PROFESSIONAL AUDIT	28	57-	15	325

		High Priority	Moderate	Little	N
39.	PUBLIC RELATIONS and image building for the college	44-	40	16	370
40.	Trends in RECRUITING	51-	36	13	358
41.	Economical REPORT PREPARATION for busy offices	30	51	19	362
42	A study of basic systems of REGISTRATION	48-	42	10	373
43.	The pros and cons of required TESTING for candidates	23	51-	26	357
44.	Handling VETERANS	34	53-	13	365
45.	Other				38

46. Should we seriously consider making in-depth studies of the roles of the Admissions Office, including its basic activities, functions, goals, needs, operational services it should perform and budgeting?

Yes = N = 269 No = N = 87

47. Should the same be considered for the Registrar's Office?

Yes = N = 282 No = N = 80

48 Should MSACRAO attempt to organize groups of experienced consultants from among its members to be on call to service offices which desire on-site peer assistance?

Yes = N = 270 No = N = 97

49. How many should constitute such a consultant group?

3 said 1
16 said 2
88 said 3
18 said 4
38 said 5
16 said 6
7 said 7
2 said 8
32 said 9

50 What purpose or purposes could such a group serve you now or could it have served you in the past?

209 responded - Details given to Executive Committee

51. To what extent should such a group be reimbursed?

a. Should be entirely volunteer - no payment whatsoever N = 11
b. Should be reimbursed only for out-of-pocket costs for mileage and meals N = 158
c. Should receive mileage, meals plus a fee of $_____ per diem N = 78

Should MSACRAO organize workshops or seminars in such areas as: training new personnel in:

52. Admissions

53. Registration

54. Other

55. Professional Audit

56. Financial Aids

57. Foreign Students

58. Management of Data
Details given to Executive Committee

59. Please give any suggestions you may have for additions, deletions or improvements in MSPCROA's publications
Details given to Executive Committee

60. If you have any special interest you would like to have given attention, or if you would like to volunteer your services to the Association, please comment here had sign your name or include a separate letter.
Details given to Executive Committee

61. Please feel free to make comments on items which may not have been included or to elaborate on any answer you may care to.
Details given to Executive Committee

REPORT OF THE AUDITING COMMITTEE

The Auditing Committee has examined the records of the Treasurer from December 1, 1972 to November 30, 1973 and has found them to be in order. I move acceptance of this report.

Sister M. Joques Early, Chairlady
Marywood College
Charles P. Hurd, Columbia University
William A. Kessler, Colgate University

The report of the Auditing Committee was moved, seconded, and accepted by the membership.

REPORT OF THE COMMITTEE ON NOMINATIONS

The Committee presents for approval the following slate of nominees:

Vice President - President-elect:	Paul Anderson, Registrar Dickinson College, Carlisle, Pennsylvania
Treasurer:	David Warren, Director of Registration and Records John Hopkins University, Baltimore, Maryland
Editor:	Jayne Bacon Garrison, Registrar Widener College, Chester, Pennsylvania
Members-at-Large:	Jack D. Hewett, Director of Admissions Tompkins-Cortland Community College, Groton, N.Y.
	Ralph H. Jordan, Director of Admissions and Registration, Harford Community College Bel Air, Maryland
	Gene P. Dean, Director of Admissions Pratt Institute, Brooklyn, New York

Geofrey Dolman, Dean of Admissions
Ursinsus College, Collegeville, Pennsylvania

Presented by
Nominating Committee:

Arthur R. Owens, Jefferson Medical College
Chairman

Mildred Covey, Goucher College

T. Sherman Stanford, Pennsylvania State University

Robert F. Cypers, Johns Hopkins University

Walter Snickenberger, Cornell University

The report was moved, seconded and approved. Ballots were distributed at the business meeting. Robert Goldstein of Manhattan Community College of City University of New York was a write-in vote for three year member-at-large. The tabulations of ballots counted resulted in the following selections:

Jack D. Hewett - three year term

Geoffrey Dolman - one year term

It was moved, seconded, and approved that the report of the Committee on Nominations be accepted as read.

REPORT OF THE RESOLUTIONS COMMITTEE

Be it resolved by this group here assembled for the 43rd Annual Meeting and acting for the membership:

That we express our great appreciation to you, Madam President, and the officers, Committee Chairman, Committee members and panel participants, for their fine leadership and exhaustive efforts during the year - culminating in the very successful program which now draws to a close.

That without slighting in the least any of the above mentioned, we pause to recognize the long and outstanding labors of our outgoing Treasurer, Paul H. Anderson, who has served us so capably for four consecutive years

That we all pledge our support to the incoming officers and committees in order to make more pleasant and memorable their tasks

That we recognize with double the pleasure and double the pride, the presence and remarks of Henry F. Rossi, who is both "our own" Henry and our National President -

That we express our thanks to our guest speaker, at the opening session, Dr. Calvin T. Lee, for his presence and thought provoking talk -

That we again recognize the presence of and extend our thanks to the members of our National headquarters, J. Douglas Conner and Ann Prosser Decker

That we welcome all new members and prospective members and pledge ourselves to assist them in any way we can; a pledge given sincerely and time-proven, and that, in turn, we will listen to the contributions they will have to the success and general good of our professions

That we honor those who have retired from active duty in the ranks and wish them well in whatever they will be doing

That we remember lovingly before God those who have left us during the past years and have gone on to bigger and better rewards

That we miss any who could not be with us at this Annual Meeting, expecially Bob Gebhardtsbauer from whom so much of the format of this Resolution has been plagiarized

And finally, that we aspire to increase our competency in the forwarding of the profession and service to our institutions and our Country.

Madam President:

This report was prepared and is submitted by the Resolutions Committee: Robert J. Glunk, Lycoming College, and me, and I herewith move its acceptance by this body.

David A. Warren, The John Hopkins University
Chairman

It was moved, seconded, and approved that the report of the Resolutions Committee be accepted as read.

COMMITTEE ON PUBLICATION

The Proceedings of the Annual Meeting for 1972 were mailed in March. This early mailing was due to the implementation of parameters for submission of formal papers for publication and the appointment of recorders for each session.

The Newsletter in 1973 was published in November due to news releases that were not received on time. To avoid delays in the future, the Newsletter, which has been masterfully redesigned by Lynn Dalla, will be mailed on April 1 and October 1. All news items to be included must be received by March 1 and September 1 respectfully.

Respectfully submitted

Editor: Jayne Bacon Garrison, Registrar
Widener College, Chester, Pa.

Lynne Dalla, Assistant Registrar
Drexel University, Philadelphia, Pa.

Meta Skow, Registrar
Villanova University, Pennsylvania

MSACROA FORTY THIRD
REGISTRATION COMMITTEE REPORT

	1971	1972	% Increase or Decrease
Registration Forms Mailed	*1435	*1557	+8.5%
Responses			
Preregistered and Paid	342	398	+16.4%
Preregistered and Not Paid	20	65	+225 %
Total	362	463	+28 %

Breakdown of Registrants	1972	1973	% Increase or Decrease
MSACROA Members registered and Paid			
First Meeting	138	155	+12 %
Returnees	285	336	+17.8%
Total	423	491	+16 %
MSACROA - Guests - Nonpaying Honorary Members - Nonmember Panelists - Spouse	26	22	-15.5%
Exhibitors	10	8	-20 %
TOTAL REGISTRANTS	459	521	+13.5%

* Includes Regions 9, 10 and 11 of the National Foreign Student Organization

Respectfully submitted,

Joseph G. Morelli, Chairman
Temple University

Richard Kratz
Bucks County Community College

Harold Stewart
Beaver College

REPORT OF THE COMMITTEE ON PUBLIC RELATIONS

News coverage was received for the 1973 43rd Annual Meeting of the Middle States Association of Collegiate Registrars and Officers of Admission held at the Host Farm in Lancaster, Pennsylvania, on November 26, 27, 28.

With a November 26 release date a news story was sent to 30 newspapers, radio and television stations. Copies were also sent directly to the Associated and United Press For the first time coverage was made in the Washington, Baltimore area.

Individual news releases were included in the registration packet and were designed by Sister Lucille Ann Egan.

News releases concerning the election of officers for the 44th annual meeting were mailed to the newspaper immediately after the business meeting Wednesday morning.

Respectfully submitted,

Carol A. Fox, Registrar & Assistant Director of Admissions, Philadelphia College of Osteopathic Medicine, Philadelphia, Pennsylvania

C. Kirk Greer, University Examiner
Temple University, Philadelphia, Pennsylvania

Elizabeth Landes, Director of Academic Records
Temple University, Philadelphia, Pennsylvania

Ralph H. Jordan, Director of Admissions & Registrations, Harford Community College

REPORT OF THE COMMITTEE ON HONORARY MEMBERSHIPS

The committee proposed for approval the following slate of nominees:

Marjorie Darling, Director of Admissions, Beaver College
Glenside, Pennsylvania
John Dunlop, Registrar, Rensselaer Polytechnic Institute
Troy, N.Y.
Lester H. Dye, Dean of Admissions, Syracuse University
Syracuse, N.Y.
Catherine Rich, Registrar, Catholic University of America
Washington, D.C.
Fitz R. Walling, Executive Secretary of Parent's Assn., Bucknell U.
Lewisburg, Pennsylvania

The membership was requested and invited to submit names or nominees for honorary membership as soon as possible in the coming year, so that citations could be prepared.

The report was moved, seconded and the slate of nominees was approved by acclamation.

Respectfully submitted,

Henry Rossi, St. John's University, N.Y.
James Wagner, Lehigh University, Pa.
Catherine R. Rich, Catholic University, D.C.

COMMITTEE MEMBERSHIPS
1973

1.Constitutionally Mandated Committees

Nominations

Chm. Arthur R. Owens, Jefferson Medical College (Pa.) ('72, '73)
Mildred Covey, Goucher College (Md.) ('71, '72, '73)
T. Sherman Stanford, Pennsylvania State Univ. (Pa.) ('72, '73)
Robert E. Cyphers, Johns Hopkins Univ. (Md.)
(consultant '72, '73 - member '74)
Walter Snickenberger, Cornell Univ. (N. .)
(consultant 73 - member '74, '75)

Resolutions
Chm. David A Warren, John Hopkins Univ. (Md.) ('72, '73, '74)
Robert J. Glunk, Lycoming College (Pa.) ('73, '74, '75)
Peggy Donaldson, Chatham College (Pa.) ('73, '74, '75)

Publications
Chm. Jayne Bacon Garrison, Widener College (Pa.) ('71. '72, '73)
Lynne Dalla, Drexel University (Pa.) ('73, '74, '75)
Meta Skow, Villanova Univ. (Pa.) ('73, '74, '75)

Auditing
Chm. Sister M. Joques Earley, Marywood College (Pa.) ('71, '72, '73)
Charles P. Hurd, Columbia Univ. (N.Y.) ('71, '72, '73)
William A. Kessler, Colgate Univ. (N.Y.) ('73, '74, '75)

11. Special Committees

Honorary Memberships
Chm. Henry Rossi, St. John Univ. (N. Y.) ('71, '72, '73)
James Wagner, Lehigh Univ. (Pa.) ('73, '74, '75)
Catherine R. Rich, Catholic Univ. (D.C.) ('73, 74, '75)

Registration
Chm. Joseph G. Morelli, Temple University (Pa.) ('71, '72, '73)
Richard A. Kratz, Bucks Co., Community Coll. (Pa.) ('72, '73, '74)
Sister Kevin Mary McDonough, Gwynedd-Mercy College, (Pa.) ('72, '73, '74)
Harold W. Stewart, Beaver College (Pa.) ('73, '74, '75)

Exhibits
Chm. John E. Bevan, Georgetown Univ. Med.Center (Md.) ('73, '74, '75)
Robert P. Biunno, Rutgers University (N. J.) ('73, '74, '74)

Publicity
Chm. Carol A. Fox, Phila. College of Osteopathic Med. (Pa.) ('72. '73)
C. Kirk Greer, Temple University (Pa.) ('73, '74, '75)
Ralph H. Jordan, Harford Community College (Md.) ('73, '74, '75)
Elizabeth Landes, Temple University (Pa.) ('72, '73, '74)

Site Committee
Co-Chm. Robert A. Howard, Dickinson College (Pa.) ('71, '72. '73)
Fitz R. Walling, Bucknell University (Pa.) ('72, '73, '74)

Local Arrangements
Chm. John P. O'Haren, Franklin and Marshall College, Pa. (Pa.) ('72, '73)
Frank J. Kamus, Lycoming College (Pa.) ('72, '73)
Michael L. Mahoney, Towson State College (Md.) ('72, '73)
John Spencer, Cornell University (N.Y.) ('73, '74)
Arthur S. Knies, Ocean County College (N.J.) ('73, '74)

Hospitality
Chm. Harold B. Kristjansen, Vassar College (N.Y.) ('73, '74)
William Richardson, Brookdale Community College (N.J.) ('73)
Marshall A. Butler, Montclair State College (N.J.) ('73)
Robert Goldstein, Manhatten Community College (Pa.) ('73)
Sister Gemma Mary Schiavo, Immaculata College (Pa.) ('73)
Evelyn Solmo, Georgian Court College (N.J.) ('73)

President's Luncheon

BECOME INVOLVED LOCALLY, NATIONALLY, REGIONALLY

Presiding: Sister Lucille Anne Egan, President Elect, Director of Admissions, College of Saint Elizabeth, Convent Station, New Jersey

Invocation: Rabbi Abner Groff, Director of Admissions, Yeshiva University, New York, New York

Panelists: Nancy H. Rutter, President, Registrar, Franklin and Marshall College, Lancaster, Pennsylvania

Walter A. Snickenberger, Past President, Dean of Admissions, Cornell University, Ithaca, New York

Rabbi Abner Groff

Yotzer Kol Ha-adam - Creator of all humankind.

We are about to conclude this, the 43rd annual meeting of the Middle States Association of Collegiate Registrars and Officers of Admission. We turn to you in gratitude and ask Your blessing.

On the agenda of our meeting has been the concern for "humanizing the educative process." At this moment we acknowledge that the ultimate humanity is indeed Divinity. We humans are created in Your image, invested with Your Divine spark.

Heavenly Father, with Your sacred word You called this universe into being. With words words words have we filled these past days. May our words prove to have been meaningful and of good purpose for we recognize the eternal truths stated by the revered Sage of ancient Israel, Simeon son of Rabbi Gamliel who said: All my days have I grown up amongst wise men and scholars and I have learned that for the welfare and health of humanity there is no greater good than silence. Of significance is not the multitude of words nor the expounding thereon, rather the action which derives therefrom.

Simeon taught further that three elements sustain the world: Truth, Justice and Peace. We acknowledge with bowed heads and humble hearts that, as recent events have shown, neither in the world at large, nor in the council of nations, nor perhaps even in our own political life are any of these three in abundance. We pray therefore to You Father of Peace that our gatherings in the future will be in a world free from prejudice and hate and harangue, a world which will pursue Justice and speak words of Truth, a world which will be granted Shalom - Peace, the choicest of Your blessings. Amen.

Newly elected President, Sister Lucille Ann Egan opened the luncheon with the introduction of Rabbi Abner Groff for the Invocation. Following the meal Sister Lucille introduced the honored guests at the Head table - all past-presidents of MSACROA: Those present were:

Henry Rossi	(St. Johns)	- 1960
James Wagner	(Lehigh)	- 1963
Charles Hurd	(Columbia)	- 1965
Fitz Walling	(Bucknell)	- 1968
Arthur Owens	(Jefferson)	- 1969
Sherm Stanford	(Pennsylvania State)	- 1970
Robert Cyphers	(Johns Hopkins)	- 1971
Walter Snickenberger	(Cornell)	- 1972
Nancy H. Rutter	(Franklin & Marshall	- 1973

Mr. Snickenberger and Mrs. Rutter each gave a brief presentation on how to become active in professional organizations, especially MSACROA and AACRAO. Mr. Snickenberger stressed the need to volunteer one's time and talents as well as to respond positively when asked. Mrs. Rutter emphasized the importance of MSACROA involvement to qualify for recommendation to AACRAO for selction as program and committee participants.

Sister Lucille delighted the audience by closing the meeting with the following "meditation."

It's not my place to run the train
The whistle I can't blow
It's not my place to see how far
The train is meant to go

I am not allowed to shoot off steam
Nor even ring the bell
But let the damn thing jump the track
And see who catches Hell!

DO IT YOURSELF KIT
RAP-QUESTIONS AND ANSWERS OR WHATEVER
REGISTRATION-INSTITUTIONS UNDER 5000

Moderator: David Espey, Registrar, Monmouth College, West Long Branch, New Jersey

Panelists: H. Hugh Dawkins, Jr., Assistant Registrar, Western Maryland College, Westminister, Maryland

Sr. Catherine Marie Lee, Registrar, Trinity College, Washington, D. C.

Recorder: Theodore G. Meyers, Dean of Admissions and Records Canisius College, Buffalo, New York

David Espey

Mr. Espey opened the meeting by telling the audience that at Monmouth College they were also on the early semester and that the semester would end on Friday, December 21st. They are on a 4-1-4 semester plan and they will return for classes on January 7. They expect they will have to start the second semester without the first semester's grades or at least the one month session. They expect the grades will be late and that there will be too many "Incompletes". He expressed the opinion that this was rather common.

Some suggestions from the audience on obtaining grades earlier were:

1. To put a financial fine on the department in question for late grades from a faculty member.

2. In the case of submission of late grades, the name of the faculty member is submitted to his respective dean, where it becomes a question of merit increments.

3. In order to cut down the use of"Incompletes" grades, the dean's written permission is necessary.

4. Some Institutions when a grade from a faculty member is not received, report the grade as NR (grade not reported); in this case the student does not come to the office to find out what his grade is but goes directly to the faculty member.

The subject of what to do about non-returning students who have advance registered came up. Some schools require a large deposit from the student at the beginning of the year and when he officially withdraws this deposit is returned to him. Other schools send a letter to those who do not pre-register and then enforce a $10.00 late charge for a late registration. Some schools do not let the student re-enroll if he withdraws without official notice.

The question of whether to use a part-time student's quality point average in the ranks for a particular class came up. It was generally observed that unless the school was on a complete cumulative ranking the part-time students especially if he was there for one semester does not appear in a class rank.

The question of removing grades from the quality point average when a student either changes his major or repeats a course came up. Only four people of the 55 or 60 in the audience do remove the grades from the index upon a change of major.

The question of transfer students bringing from the previous school both their cumulative average and quality points came up. It seems that most schools transfer only credits and not quality points; therefore these quality points and previous cumulative average are not used for honors, probation or disqualification.

The question of whether or not to give a student an official transcript for a graduate application came up. Most people give the student the official application in a sealed envelope.

The question of when are grades due after the final examination came up and there was a great deal of variety, but a lot of schools require 48 or 72 hours for submission of grades after final examinations.

The question of what date to use on a certificate of completion was brought up. It was generally agreed that the date on the completion certificate should be the date when he finished it with the notation that he will receive the degree officially at the next commencement and state the date of the next commencement.

There was some other discussion from the floor. These discussions dealt with further details concerning the aforementioned matters.

DO IT YOURSELF ADMISSIONS -- UNDER 5000

Moderator: Benard L. Greenberg, Director of Admissions, Gallaudet College, Washington, D.C.

Panelists: Neil D. Holtzman, Director of Admissions, Newark College of Engineering, Newark, New Jersey

Robert J. Nilan, Director of Admissions, Saint Peter's College, Jersey City, New Jersey

Richard Steward, Admissions Officer, Allegheny College, Allegheny, Pennsylvania

Recorder: Sister Eleanor O'Grady, Director of Admissions Alvernia College, Reading, Pennsylvania

Questions and discussion revolved around the following major topics--with a few minor tangents:

1. Role of Guidance Counselors - Even though it is becoming increasingly more difficult to schedule high school appointments, those present seemed to agree that

admissions representatives should continue that aspect of the admissions program, but should not rely upon it as heavily as before. It was suggested that a student accompany an admissions representative, especially if a graduate of the high school visited.

2. Contacting Students - Contact with faculties of the high schools was encouraged as a means of disseminating information to students as well as direct mailing the Student Search of CEEB and the similar program of ACT.

3. Earning College Credit by High School STudents - Advanced Placement, CLEP, and challenge examinations for the Modern Language requirement were mentioned briefly as well as summer programs for high school seniors and the plan whereby a senior can take a course at the local college that will fulfill a high school requirement for graduation.

Mr. Nilan stated Saint Peter's is investigating a proposal whereby the secondary school, after studying the catalog of the local college, selects courses that the high school faculty is qualified to teach and in conjunction with the college draws up a syllabus. A student enrolled in the course pays an additional $25 if he wishes college credit; a student is restricted to one or two college courses in this program. This presentation initiated a lengthy discussion of the pros and cons of early admissions and the trend toward earning college credit while in high school. In conclusion it was suggested that perhaps the high school is trying to do more than it ought; perhaps attention should be given to the basics rather than to the exotic.

DO IT YOURSELF KIT
RAP SESSION - QUESTIONS AND ANSWERS OR WHATEVER
ADMISSIONS - 2 YEAR COLLEGES UNDER 5000

Moderator: Ralph Mickelson, Director of Admissions, Centenary College for Women, Hackettstown, New Jersey

Panelists Sister Mary O'Connor, Director of Admissions, Immaculata College of Washington, Washington, D.C.

Mrs. Mary Johnson, Director of Admissions, Cecil Community College, North East, Maryland

Roy W. Christenson, Director of Admissions & Records
Prince George Community College, 301 Largo Road
Largo, Maryland

Topics for Discussion

Sister Mary O'Connor

1. College Programs (college nights, reverse college days, etc.)--the real worth
2. Foreign Student Applications--to many forms and "red tape"

Mrs. Mary Johnson

1. College half day, High School half day--the purpose
2. Public Relations--community awareness of local college programs

Roy W. Christenson

1. Part-time Student Registration--make it easy
2. High School Records--validity two or more years after graduation from the secondary school.

Ralph Mickelson

1. The High School Visit - value to college counselling

DO IT YOURSELF KIT

RAP SESSION--QUESTIONS AND ANSWERS OR WHATEVER
FOREIGN STUDENT ADVISORS

Moderator: Cynthia Fish, Foreign Student Advisor, Cornell University, Ithaca, New York

Panelists: Brother F. Christopher, F.S.C. Coordinator of Transfers Foreign Admissions, LaSalle College, Philadelphia, Pennsylvania

Gary Hopkins, Foreign Student Admissions, University of Delaware, Newark, Delaware

Charles Deacon, Ass't. Director of Admissions, Georgetown University, Washington, D. C.

Ruth Jache, Associate in Admissions, Columbia Teachers College, New York, New York,

Recorder: Ned G. Boehm, Jr., Director of Freshman Admissions, The American University, Washington, D. C.

Thomas P. O'Connor, Director of Admissions, Washington and Jefferson College, Washington, Pennsylvania

Due to a change in room assignments, Sessions #72 and #73 for Foreign Student Advisors combined their discussion groups. The panelists included Cynthia Fish of Cornell University, Brother F. Christopher, F.S.C. of LaSalle College, Gary Hopkins of the University of Delaware, Charles Deacon of Georgetown University, and Ruth Jache of Columbia Teachers College. Five major areas of concern were discussed.

Awarding advanced standing. Generally, the ascertainment of advanced standing credit for international students can best be made by the individual institution according to its won criteria. Securing academic information from the institution in the international student's home country might be facilitated if only specific questions are asked and specific materials requested. Finding the addresses of validating agencies, such as the West African Examination Council or a second class magistrate in India, might be easier if central depositories (such as NAFSA or AACRAO) existed. This could be expanded further through the NAFSA and AACRAO newsletters.

Publications relating to international education. The procedure for finding publications on the various educational systems of the world was dicussed. At this time, many studies of specific educational systems are being published when an individual takes the initiative to investigate and author a work on a nation's educational system. These publications will be updated when funds are commissioned. Thus. many times publication depends on the interest of individuals and the availability of funds before an educational system is explored or up-dated.

Spring admission. Spring admission for international students is not always a problem, according to the panelists. The panelists felt that timing is the major factor. If all admission materials can be submitted to the institution on time, and some type of orientation and extra help for registration and housing provided, the major problems will be alleviated. One problem that might occur would be in the area of required sequential courses for all entering foreign students, such as English as a Foreign Language. It was noted that September students seem to make and easier transition because they are entering the institution at the same time as many of the domestic students; all adjust to the new environment together.

Roommate selection. The inter-cultural aspects of roommate selection seem to have been treated in a number of ways by the institutions represented by the panelists.

A questionnnaire and/or interview was suggested for all domestic students who desired an international student roommate. The purpose of the questionnaire/interview was to determine the domestic students' field of study, countries of interest, international experience, and reason for desiring to participate in the program. These students were then matched up with international students who best suited their criteria. Another approach is to involve the international students and domestic roommates in an inter-cultural workship during the orientation period. Some institutions, such as Cornell and Georgetown University, have established an international house or living center to house international students. Off-campus housing is another alternative since some state schools must give preference to state residents in housing, forcing the international students to seek housing elsewhere. Schools that have used this approach have found the community very receptive to accomodating the international students. To ease the transition of the international student into the host institution, two other methods involving a writing campaign are used. In the first, the domestic student is sent the name, address, and background of a potential internation al roommate or classmate within the same major area in order to establish pre-arrival contact. In the second method, accepted international students are assigned to a student already on campus from the same country, and if possible, in the same major area for pre-arrival contact concerning all aspects of the institution.

The rest of the discussion centered upon the importance of Foreign Student Advisor Panels at regional meetings and certain questions were raised. How should topics be chosen? How should panelists be selected? Why were the discussion groups included in the last afternoon's activities, as they seemed only to repeat material previcusly discussed?

Based on these concerns, Cynthia Fish read the proposal concerning foreign students that is before the new executive committee of MSACROA. It reads: panels presented at MSACROA meetings in the past three years pertaining to foreign students have not always reflected the concerns of those specializing in foreign student affairs. This is understandable as the person who is in charge of the MSACROA program is not necessarily involved in this area of admissions and, therefore, may not know the most crucial issues or the most knowledgeable resource persons for panel participation. If a sub-group were to be formed within the MSACROA structure which could provide panel topics and panel speakers for each annual meeting. it would relieve the person who is in charge of the entire program.

The ultimate goal of this sub-group would be an organized effort by both NAFSA and AACRAO to keep the constituency informed, at the regional level, of current issues pertaining to foreign students. A coordinator might be chosen from a Middle States area which corresponds to NAFSA regions 8, 9, and 10, who is involved on the national level with the admissions section of NAFSA and the international students area of AACRAO. There are several people in the region who are capable of this task and suggestions as to who would be desirable could come from those who have been highly involved in Group Two (International) of AACRAO. The coordinator would set up a committee which would represent English proficient, admissions, and financial aid. The committee would plan a program and submit it to the main program chairman of the regional MSACROA meetings.

Brother Christopher made the motion that the body ratify this concept and ask the new executive committe of MSACROA to give it every consideration. Charles Deacon seconded the motion and it was passed unanimously.

DO IT YOURSELF KIT
RAP-SESSION-QUESTIONS AND ANSWERS
OR WHATEVER
REGISTRATION-2 YEAR COLLEGES OVER 5000

Moderator: John T. Greb, Director of Admissions and Registrar
Burlington County College, Pemberton, New Jersey

Panelists: William Richardson, Director of Admissions and Records, Brookdale Community College, Lincroft, New Jersey

Recorder: Amanda Smith, Coordinator of Records & Registration, Dundalk Community College, Baltimore, Maryland

Because of the small number in attendance at these sessions, the Rap Session and Do It Yourself Kit were combined. The session provided an opportunity for an informal sharing of ideas, and proved to be worthwhile. The majority of the discussion centered around on-line registration and registration for an institution with self-paced instructional programs.

Mr. John Greb, Director of Admissions & Registrar from Burlington County Community College (Pemberton, New Jersey), gave a brief explanation of the on-line registration system used at Burlington. Mr. Greb stated that returning students at Burlington have a designated five-week period in which they may come into the Registrar's Office to complete their registration for the coming semester. When the student arrives at the office, they are expected to have their program plans completed. The student's I.D. along with the selection of his courses and sections are entered into the system by the terminal operator. The terminal provides the student with an instantaneous feedback on his selections; indicates whether or not there are conflicts in his program, etc. If all of the data entered into the system checks out, the terminal produces a completed and accurate picture of the student's registrations within minutes. This kind of registration system allows a student to complete his registration process and be assured of his course selections in less than 15 minutes, while he waits. The student's registration is then forwarded to the Business Office, which generates a computerized bill for mailing. In addition to the five week registration period, Burlington holds a one day open registration for new students. An additional feature to the registration system at Burlington will be the introduction of a registration by phone for part time students. Another important feature provided by the on-line system is the capacity to store enrollment, demographic and academic data on students and to produce needed statistics from the data bank within a short period of time.

Mr. William Richardson, Director of Admissions & Records at Brookdate Community College (Lincroft, New Jersey), talked briefly about the on-line registration system used at their college. Brookdale's system operates similar to the system at Burlington. Mr. Richardson stated that Brookdale purchased their system from William Rainey Harper in Chicago and has made some adjustments and modifications to the system to better suit their needs. Because of the uniqueness of Brookdale's non-traditional approach to learning, the registration process at that institution is on-going. Brookdale Community College is committed to the systems approach to education with emphasis on the product, rather than the process. Therefore, students have the opportunity to enter and exit a course(s) at any time. In addition to on-going registration, this also means that the process of receiving and recording grades in the Registrar's Office is an on-going process. Grades, like registration, are entered into the system by use of the terminal. In closing Mr. Richardson stressed the importance of documentating the on-line system. He also advised Registrar's considering the introduction of on-line system's not to run dual systems.

After the above presentations Mr. Greb & Mr. Richardson answered many questions on the purchasing, implementation, and cost of operating the on-line system. Concern over the cost and implementation of an on-line system was expressed by some of the smaller colleges in attendance. Both Brookdale and Burlington allow other agencies within their county system to use the terminal thereby reducting the cost of the operation.

Other areas of interest were the microfilming and retention of student record cards, program planning for students, and credit for life experience. These topics led to much discussion and information sharing.

DO IT YOURSELF KIT
RAP SESSION-QUESTIONS AND ANSWERS OR WHATEVER
GRADUATE AND PROFESSIONAL SCHOOLS
ADMISSIONS AND FINANCIAL AID

Moderator: Gaye Sheffler, Admissions Officer
Hershey Medical School

Recorder: Carol A. Fox, Registrar and Assistant Director of
Admissions, Philadelphia College of Osteopathic Medicine

A very informal rap session was held with approximately 10 representatives from area graduate and professional schools in attendance.

Financial Aid

It was the consensus that Work Study Programs involve much paper work on the part of the institutions and the results are not very gratifying. It is very difficult for the student to attempt to work during the school year.

Most schools require the student to obtain a State Higher Education Loan before receiving a Health Professions Loan.

The majority of institutions represented have a separate office for Financial Aid. It is advisable not to have the same person awarding and collecting loans.

Several institutions have students on their Financial Aid Committee. They feel students are a good monitor on other students.

Admissions

With the large number of applicants for so few available places the admissions process is an extremely difficult task. Most feel that an individual approach is still the best.

There are varying types of interviews including a committee inverview and a one-to-one interview.

Most institutions take an active role in minority recruitment.

Records

Grading systems are Honors, Pass and Fail at most of the institutions represented, although many expect to go back to the traditional A,B,C in the near future.

Grading is done by hand at most schools.

CONSTITUTION
OF THE
MIDDLE STATES ASSOCIATION OF COLLEGIATE REGISTRARS AND OFFICERS OF ADMISSION

(Adopted March 15, 1967)
(Amended in 1968 and 1971)

PREAMBLE

Whereas the Middle States Association of Collegiate Registrars from its inception has had no constitution, but has operated under by-laws; and whereas it appears that there is need for a more formal statement of the Association's function, purpose, and organization, as well as a more descriptive and inclusive name for the Association than is presently provided, the members of the Association hereby declare the adoption of the following constitution.

ARTICLE I--NAME

The name of this Association shall be the MIDDLE STATES ASSOCIATION OF COLLEGIATE REGISTRARS AND OFFICERS OF ADMISSION (affiliated with the American Association of Collegiate Registrars and Admissions Officers, and the Middle States Association of Colleges and Secondary Schools).

ARTICLE II--PURPOSE

The purpose of this Association shall be the interchange of ideas on educational problems; the advancement of professional competence; and the promotion of mutual helpfulness and friendship among the members.

ARTICLE III--MEMBERSHIP

Section 1. The area served by this Association shall be coextensive with that of the Middle States Association of Colleges and Secondary Schools; namely: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Canal Zone, Puerto Rico, and Virgin Islands.

Section 2. Membership shall be either (a) institutional, (b) honorary, (c) organizational, or (d) professional.

(a) Institutional membership shall be open to institutions of higher learning that are members of the Middle States Association of Colleges and Secondary Schools. Institutions not so listed may be approved for membership by the Executive Committee of the Association. Institutional members will designate those who are to be their representatives in the Association and it is assumed that only administrators in the offices of admissions, registration, records, financial aid, or institutional research will be so designated. These representatives shall be known as regular members.

(b) Honorary membership. Individuals no longer eligible for active membership in MSACROA may be recommended by the Executive Committee for continued affiliation as honorary members. Election shall be by vote of the Association.

(c) Organizational membership shall be open, upon the recommendation of the Executive Committee and election by the Association, to organizations whose purpose is the promotion of higher education.

(d) Professional membership shall be open, upon recommendation of the Executive Committee and election by the Association, to individuals not connected with institutions of higher education but whose purpose is the promotion of higher education.

Section 3. Voting on the affairs of the Association shall be done by regular members only.

Section 4. Only regular members may hold office in the Association or serve as members at large of the Executive Committee.

ARTICLE IV--FEES

Section 1. The schedule of annual membership fees shall be as follows:

(a) Institutional membership. Fees shall be computed on the basis of $5.00 for each representative (regular member). Bills will be sent to the Registrar of each institution unless the Treasurer of MSACROA is otherwise informed.

(b) Honorary membership. There are no fees for these members.

(c) Organizational membership. The annual fee shall be $10.00.

(d) Professional membership. The annual fee shall be $5.00.

Section 2. Any member who fails to pay annual fees before the close of the fiscal year shall be dropped from the membership after failure to respond to written notice from the Treasurer.

ARTICLE V--OFFICERS

The officers of the Association shall be a president, president-elect, secretary, treasurer, and editor. All officers shall be elected by ballot from among the regular membership at the annual meeting, a majority vote of those members present and voting being necessary to elect. The term of office for the secretary, treasurer, and editor shall be necessary to elect. The term of office for the secretary, treasurer, and editor shall be two years, with the possibility of re-election. The secretary and treasurer shall be elected in alternate years. For the year 1971-72 the Executive Committee shall elect the editor.

ARTICLE VI--DUTIES OF OFFICERS

Section 1. The duties of officers are those customarily performed by such officers, except as hereafter provided.

Section 2. The president and the president-elect, or persons designated by the Executive Committee, shall be the Association's delegates to the Annual Convention of The American Association of Collegiate Registrars and Admissions Officers. The President shall be responsible for membership promotion.

Section 3. (a) If for any reason the office of president shall become vacant during a term, the president-elect shall assume the office and serve the unexpired term of the president he replaces and the term which he would have served in his normal succession.

(b) The president-elect shall assume the duties of the presidential office one year from the date of his election or whenever the office of president shall become vacant.

Section 4. If for any reason the office of president-elect, secretary, treasurer, or editor shall become vacant during the term to which they have been elected, then the Executive Committee shall appoint one of its Members-at Large to serve out the unexpired term of the office vacated.

Section 5. The editor shall be responsible for publishing the proceedings of the annual meeting, the newsletter, and such other publications as the Executive Committee may authorize, and shall be the official custodian of the archives of the Association.

ARTICLE VII--COMMITTEES

Section 1. (a) Executive Committee. There shall be an Executive Committee, consisting of the officers named in Article V, the immediate past president and three members at large. These members at large are to be elected for a term of three years to provide that at least one member at large be elected annually. All questions of policy and expenditures of funds shall be approved by the Executive Committee.

(b) Executive Committee shall be empowered to appoint an Executive Secretary. The Executive Secretary shall be appointed for a term of one year and be eligible for reappointment. The honorarium of this Secretary shall be determined by the Executive Committee. The Executive Secretary shall be responsible for the following duties:

(1) Attend all meetings of the Executive Committee and meetings of the Association.

(2) Maintain permanent files and records and member roster.

(3) Co-ordinate proposed placement services.

(4) Co-ordinate, under the direction of the President, the work of the officers of the Association and the Executive Committee, particularly in the work of preparing for meetings of the Association.

(5) Perform such duties as may be assigned by the Executive Committee providing they do not involve policy making.

Section 2. Nominations Committee. There shall be appointed by the President a Nominations Committee of three members whose duty it shall be to select nominees for the several elective offices and to report to the Association prior to the Annual Meeing. At the Annual Meeting opportunity shall be given for additional nominations from the floor of the meeting. The committee, at its discretion, may nominate only one candidate for the office of president-elect, secretary, or treasurer but must present at least two nominees for each member of the Executive Committee at Large.

Section 3. Resolutions Committee. There shall be a Resolutions Committee of three members of the Association who shall report to the membership at each Annual Meeting.

Section 4. Committee on Publications. There shall be a Committee on Publications whose primary responsibility shall be to edit and supervise the publication of the proceedings of the Annual Meeting and such other publications as the Executive Committee may authorize.

Section 5. Auditing Committee. There shall be an Auditing Committee of three members, appointed to audit the accounts of the Association. This Committee shall present a report at the Annual Meeting of the Association.

Section 6. The Committees mentioned in Section 2, 3, 4, and 5 of this Article shall be appointed by the president as soon as possible after his induction into office. All these committee members shall be appointed for a term of three years. The president shall normally appoint one-third of each committee each year. The Chairman shall be appointed from among the members of the committee for a term of two years. Appointment to the chairmanship may extend the term of service of any member of the committee.

Section 7. Other Committees: The president shall have the authority to appoint such other committees as he deems advisable.

ARTICLE VIII--MEETING

Section 1. The Association shall hold a meeting each year. The time and place of the annual meeting shall be determined by the Executive Committee.

Section 2. The president, with the approval of the Executive Committee, is authorized to call special meetings of the Association. The members shall be notified by mail of the date and purpose of such meetings at least thirty days in advance of the meeting. Business shall be limited to that described in the notice.

ARTICLE IX--AMENDMENTS AND PROCEDURES

Section 1. By-laws may be enacted, and the constitution and by-laws may be amended, at an annual meeting by a two-thirds vote of the members present and voting; or at any other time by a two-thirds polled vote of the membership.

Section 2. This constitution was sent to all members of record of the Middle States Association of Collegiate Registrars as of January 1, 1967, and was adopted and made effective upon receipt of the written consent of two-thirds of the membership. Adopted March 15, 1967.

OFFICERS
OF THE
MIDDLE STATES ASSOCIATION OF COLLEGIATE
REGISTRARS AND OFFICERS OF ADMISSION

Meeting	President	Vice-President	Secretary-Treasurer
1930	ROSS (Presiding) (Allegheny)		QUICK (Pittsburgh)
1931	HOFFMAN (Penn State)		DETERS (Buffalo)
1932	MARTIN (Rutgers)		
1933	No Meeting		
1934	PROBST (Goucher)		PREINKERT (Maryland)
1935	QUICK (Pittsburgh)		DISERT (Wilson)
1936	JONES (Drew)	CURTIS (Lehigh)	DISERT (Wilson)
1937	ROSS (Allegheny)	BATDORF (Lafayette)	DAVIS (J. H. U.)
1938	CURTIS (Lehigh)	BANMILLER (Villanova)	DAVIS (J. H. U.)
1939	BANMILLER (Villanova)	GLADFELTER (Temple)	DAVIS (J. H. U.)
1940	TANSIL (S.T.C. - Towson)	COOLEY (Moravian)	QUANTIN (Packer)
1941	NESSELL (G. W. U.)	DETERS (Buffalo)	QUANTIN (Packer)
1942	DAVIS (J. H. U.)	HOWELL (Washington)	QUANTIN (Packer)
1943	No Meeting		
1944	HOWELL (Washington)	MANAHAN (W.Md.)	DANIELS (Carnegie Tech)
1945	DANIELS (Carnegie Tech)	DONOVAN (Pratt)	VANDERZEE (Wilson)
1946	PREINKERT (Maryland)	O'BRIEN (Fordham)	RHOADS (Temple)
1947	DONOVAN (Pratt)	DETERS (Buffalo)	RHOADS (Temple)
1948	DETERS (Buffalo)	Kastner (N.Y.U.)	MURPHY (Duquesne)
1949	KASTNER (N. Y. U.)	RHOADS (Temple)	MURPHY (Duquesne)
1950	RHOADS (Temple)	O'BRIEN (Fordham)	MURPHY (Duquesne)
1951	O'BRIEN (Fordham)	BATCHELDER (Pittsburgh)	MURPHY (Duquesne)
1952	BATCHELDER (Pittsburgh)	MURPHY (Duquesne)	BROWN (St. Lawrence)
1953	MURPHY (Duquesne)	FEAGANS (American)	BROWN (St. Lawrence)
1954	FEAGANS (American)	BROWN (N. Y. U.)	CONNOR (Georgetown)
1955	TAYLOR (City College)	WILLIAMS (Penn St.)	CONNOR (Georgetown)
1956	CONNOR (Georgetown)	KRAMER (Rutgers)	HOBBS (Skidmore)
1957	KRAMER (Rutgers)	RICH (Catholic)	Sec'y. ROSSI (N. Y. U.) Treas. HOBBS (Skidmore)
1958	RICH (Catholic)	WILLIAMS (Cornell)	Sec'y. ROSSI (N. Y. U.) Treas. BROWN (HOOD)
1959	WILLIAMS (Cornell)	ROSSI (St. John's)	Sec'y. COVEY (Goucher) Treas. BROWN (Hood)
1960	ROSSI (St. John's)	BROWN (Hood)	Sec'y. COVEY (Goucher) Treas. WAGNER (Lehigh)
1961	BROWN (Hood)	TSCHAN (Penn State)	Sec'y. GEBHARDTSBAUER (Delaware) Treas. WAGNER (Lehigh)
1962	TSCHAN (Penn State)	WAGNER (Lehigh)	Sec'y. GEBHARDTSBAUER (Delaware) Treas. HURD (Columbia)
1963	WAGNER (Lehigh)	GEBHARDTSBAUER (Delaware)	Sec'y. BOLAND (St. Joseph) Treas. HURD (Columbia)
1964	GEBHARDTSBAUER (Delaware)	HURD (Columbia)	Sec'y. BOLAND (St. Joseph) Treas. GRAMMER (Newark Engr.)
1965	HURD (Columbia)	BOLAND (St. Joseph)	Sec'y. ADAMS (American) Treas. GRAMMER (Newark Engr.)
1966	BOLAND (St. Joseph)	GRAMMER (Newark Engr.)	Sec'y. ADAMS (American) Treas. OWENS (Penn)
1967	GRAMMER (Newark Engr.)	WALLING (Bucknell)	Sec'y. MULKEY (Pratt.) Treas. OWENS (Penn)
1968	WALLING (Bucknell)	OWENS (Penn.)	Sec'y. MULKEY (N.Y.I.T.) Treas. OETTINGER (Qns.)
1969	OWENS (Penn.)	STANFORD (Penn St.)	Sec'y. RUTTER (F. & M.) Treas. OETTINGER (Qns.)

Meeting	President	Vice-President	Secretary-Treasurer
1970	STANFORD (Penn State)	CYPHERS (John Hopkins)	Sec'y. RUTTER (F&M) Treas. ANDERSON (Dickinson)
1971	CYPHERS (John Hopkins)	SNICKENBERGER (Cornell)	Sec'y. RUTTER (F&M) Treas. ANDERSON (Dickinson)
1972	SNICKENBERGER (Cornell)	RUTTER (F & M)	Sec'y. EGAN (St. Elizabeth) Treas. ANDERSON (Dickinson)
1973	RUTTER (F & M)	EGAN (St. Elizabeth)	Sec'y. WELLS (Temple) Treas. ANDERSON (Dickinson)
1974	EGAN (St. Elizabeth)	ANDERSON (Dickinson)	Sec'y LARSON (Delaware Vly) Treas. WARREN (Hopkins)

HONORARY MEMBERS OF THE ASSOCIATION

CARRIE MAE PROBST, Goucher College..... Nov. 26, 1949
ALFRED D. DONOVAN, Seton Hall University..... Nov. 24, 1951
MILLARD E. GLADFELTER, Temple University..... Nov. 24, 1951
HAZEL QUANTIN, Packer Collegiate Institute..... Nov. 24, 1951
KARL G. MILLER, University of Pennsylvania..... Nov. 28, 1953
MARGARET C. DISERT, Wilson College..... Nov. 28, 1953
F. TAYLOR JONES, Commission on Institutions of Higher Education, M. S. A. C. S. S. ..... Nov. 28, 1953
LUTHER H. MARTIN, Rutger University..... Nov. 27, 1954
ARTHUR H. LARSON, Eastman School of Music..... Nov. 26, 1955
HAZEL FEAGANS,American University..... Nov. 30, 1957
J. GILBERT QUICK, University of Pittsburgh..... Nov. 30, 1957
EUGENE F. BRADFORD, Cornell, University..... Nov. 30, 1957
WALTER A. GLASS, Drew University..... Nov. 28, 1959
FRED NESSELL, George Washington University..... Nov. 28, 1959
EMMA DETERS, University of Buffalo..... Nov. 26, 1960
HAROLD SUTTON, Georgetown University..... Nov. 26, 1960
ENDICOTT A. BATCHELDER, University of Pittsburgh..... Nov. 25, 1961
JOSEPH G. CONNOR, Georgetown University..... Dec. 7, 1963
ELWOOD C. KASTNER, New York University..... Dec. 7, 1963
SAMUEL A. NOCK, Cedar Crest College..... Dec. 7, 1963
JOHN M. RHOADS, Temple University..... Dec. 7, 1963
REBECCA TANSIL, Towson State College..... Dec. 7, 1963
MAURICE J. MURPHY, Duquesne University..... Dec. 3, 1966
AGNES CLARE MULLIGAN, Baruch School of the City College of N.Y. ..... Nov. 30, 1967
GRACE N. BROWN, Hood College..... Dec. 5, 1968
JOHN M. DANIELS, Carnegie Institute of Technology.... Dec. 5, 1968
IRENE M. DAVIS, Johns Hopkins University..... Dec. 5, 1968
FRANK A. GRAMMER, Neward College of Engineering..... Dec. 5, 1968
HELEN E. WHALEN, St. Lawrence University..... Dec. 5, 1968
ERNEST WHITWORTH, University of Pennsylvania..... Dec. 5, 1968
C. O. WILLIAMS, Pennsylvania State University..... Dec. 5, 1968
WHERRY E. ZINGG, Rutgers University..... Dec. 5, 1968
GEORGE S. EATON, Polytechnic Institute of Brooklyn... Dec. 3, 1969
RUTH A. LINDMANN, Beaver College..... Dec. 3 1969
S. WATSON ALGIRE, University of Maryland..... Dec. 3, 1969
HOWARD W. STEPP, Princeton University..... Dec. 3, 1969
ROBERT L. TAYLOR, City University of New York..... Dec. 3, 1969
HERBERT H. WILLIAMS, CORNELL UNIVERSITY..... Dec. 3, 1969
GEORGE R. FAINT, Bucknell University..... Dec. 1, 1970
RUTH R. LEITCH, Wilson College..... Dec. 1, 1970

MARY A. MULKEY, New York Institute of Technology..... Dec. 1, 1970
NELL M. ROTHSCHILD, Packer Collegiate Institute..... Dec. 1, 1970
MARY ROSE McWILLIAMS BUSBY, Cedar Crest College..... Dec. 3, 1971
GEORGE A. KRAMER, Rutger University..... Nov. 30, 1972
ROBERT E. TSCHAN, Pennsylvanis State University..... Nov. 30, 1972
MARJORIE DARLING, Beaver College..... Nov. 28, 1973
JOHN DUNLOP, Rensselaer Polytechnic Institute..... Nov. 28, 1973
LESTER DYE, Syracuse University..... Nov. 28, 1973
CATHERINE RICH, Catholic University of American..... Nov. 28, 1973
FITZ WALLING, Bucknell University..... Nov. 28, 1973

MEMBERSHIP OF ASSOCIATION AS OF OCTOBER, 1973

CANAL ZONE

CANAL ZONE COLLEGE, Canal Zone, Box 3009, Balboa
Mr. N. B. Altenberg, Registrar

COLLEGE OF THE SACRED HEART, Santurce, Puerto Rico 00914
Dr. Pedro Gonzales Ramos, President
PUERTO RICO JR. COLLEGE, Rio Piedras, P.R. 00928
SRA. Romelia O. Palacios, Registrar
SCR. Guillerminia Favale, Director of Admissions

DELAWARE

BRANDYWINE COLLEGE, Wilmington, Delaware 19803
Mr. Kenneth J. Oswald, Director of Admissions
DELAWARE STATE COLLEGE, Dover, Delaware 19901
* Mr. F. J. Franklin, Director of Admissions & Records
Mrs. Jean A. Wilson, Records System Officer
Mr. Jethro Williams, Admissions Officer
UNIVERSITY OF DELAWARE, Newark, Delaware 19711
* Dr. Robert W. Mayer, Director of Admission & Records
* Mr. J. Manfred Ennis, Records System Officer
Mr. John P. Feguson, Jr., Associate Director of Records
Miss Dolores Barrett
Mr. Joseph V. Dimartile
Mr. Daniel E. Orendorf
Mr. Barry S. Cordrey
Mrs. Janet Doehlert
WESLEY COLLEGE, Dover, Delaware 19901
* Mr. Charles A. Johnson, Registrar
Mr. F. Bryan Bailey, Jr., Assistant Registrar

DISTRICT OF COLUMBIA

ASSOC. AMER. MED. COLLEGES, One Dupont Cir., Washington, D.C. 20036
Mrs. W. F. Dube, Asst. Dir. for Special Program
Mrs. M. Kluckman, Admin. Asst. Med. Student Records.
Mr. G. Kurtz
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Dr. Raymond Steimel, Dean of Admissions
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D.C. TEACHERS COLLEGE, Washington, D. C. 20017
Mr. Jesse W. Morton, Dean of Admissions & Registrar
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Sister Francesca Kennedy, Registrar
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Mr. Peter B. Lattimer, Assoc. Director of Admissions
Mr. Leila Kight, Senior Counselor, Admissions
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Mrs. B.N. Bernheisel, Assoc. Registrar
* Mr. Joseph Y. Ruth, Director of Admissions
* Mr. G. W. Stoner, Assoc. Director of Admissions

* Indicates member who attended 1973 Annual meeting.

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* Mr. John V. Quinn, Registrar
Mr. Michael J. Merrick, Associate Registrar
Mr. Charles A. Deacon, Director of Admissions
Mr. David Cuttino, Assoc. Director of Admissions
Mr. Paul G. Cotter, Assoc. Director of Admissions

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Mr. David Budd, Assistant Registrar
Mr. James W. Hall, Adm. Asst. to Vice President
Mr. W.H. Sherrill, Dean of Admiss. & Registration
Mr. Bill R. Henderson, Assoc. Director of Admissions
Mr. Cecil Franklin, Coord. of Computer Services

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Mr. Thomas McMahon, Director of Admissions

TRINITY COLLEGE, Washington, D. C. 20017
* Sister Catherine M. Lee, Registrar
Mr. Hawthorne Farr, Director of Admissions

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Mr. John E. Bevan, Director of Admissions

MARYLAND

ALLEGANY COMMUNITY COLLEGE, Cumberland, Maryland 21502
* Mr. C. Wayne Roush, Registrar
* Mr. David Heatwole, Director of Admissions

ANNE ARUNDEL COMMUNITY COLLEGE, Arnold, Maryland 21012
Mr. William H. Yancey, Registrar & Director of Admissions
* Mr. Robert Turner, Associate Registrar
Mr. Thomas Fuhr, Admissions Counselor

COMMUNITY COLLEGE OF BALTIMORE, Baltimore, Maryland
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Mr. Joseph Stein, Director of Admissions
Miss Leona S. Morris, Dean Stud. Pers.

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Mrs. Celia Jenkins, Registrar
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* Mrs. Susan Slaughter, Assistant Registrar
Mr. Melvin Fox, Director of Admissions
Mr. Charles E. Wicks, Assoc. Director of Admissions

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Mr. Richard J. Siciliano, Director of Admissions
Mrs. Vera Warren, Head Counselor
Mr. Chad Norcross, Counselor
Mrs. Linda Dillon, Recorder

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Mr. Bruce K. Price, Dean of Students
* Mr. Harold D. Jopp, Jr., Registrar

COLLEGE OF NOTRE DAME, Baltimore, Maryland 21210
* Sister Marie Helen Gibney, Director of Admissions
Sister Mary Adele Luber, Registrar

COLUMBIA UNION COLLEGE, Takoma Park, Maryland 20012
Dr. EC Walter, Dean of Academic Admin.
Mr. Joseph Gurubatham, Director Admissions & Records
Mrs. Dorothy Walter Walter, Assoc. Dir. Admissions & Records
Miss Linda Lundberg, Asst. Dir. Admissions & Records

DUNDALK COMMUNITY COLLEGE, Baltimore, Maryland 21222
* Mr. Daniel F. Moriarty, Director of Admissions & Records

ESSEX COMMUNITY COLLEGE, Essex, Maryland 21237
Dr. Donald J. Slowinski, Dean of Students

* Indicates member who attended 1973 Annual meeting.

Mr. Charles Hughes, Registrar
Mr. Dennis Eckard, Director of Admissions

FREDERICK COMMUNITY COLLEGE, Frederick, Maryland 21701
Mr. Duval W. Sweadner, Dir, Adm. & Registrar
Mr. William H. Leach, Asst. Adm. & Registrar

FROSTBURG STATE COLLEGE, Frostburg, Maryland 21533
Mrs. Colleen K. Kirk, Associate Registrar
Mr. James B. Barmoy, Assistant Registrar
Miss Lillian M. Wellner, Registrar
Mr. David L. Sandford, Dean of Admissions
Mr. M. Edgerton Deuel, II, Director of Admissions

GOUCHER COLLEGE, Towson, Maryland 21204
Mr. Robert Merritt, Director of Admissions
* Mrs. Evelyn M. Schroedl, Associate Registrar
* Miss Mildred Covey, Registrar

HAGERSTOWN JUNIOR COLLEGE, Hagerstown, Maryland 21740
Mr. Max E. Creager, Registrar & Director of Admissions

HARFORD COMMUNITY COLLEGE, Belair, Maryland 21014?
* Mr. Ralph H. Jordan, Registrar

HOOD COLLEGE, Frederick, Maryland 21701
Mrs. Lucille G. Norman, Registrar
Mr. Jerald L. Garland, Director of Admissions

JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland 21218
* Mr. Robert E. Cyphers, University Registrar
* Mr. David A. Warren, Director Registration
* Miss Mary Foy, Registrar, School of Medicine
* Miss Mary Furst, Asst. Registrar, Evening College
* Mr. John R. Riina, Director of Admissions
* Mrs. Charlotte K. Kaufman, Admission & Registrar, School Hygiene
Mrs. Miriam Degrazia, Registrar Sch. Adv. Int. Studies
Mr. Richard Durfee, Associate Registrar

LOYOLA COLLEGE, Baltimore, Maryland 21210
Mr. C. Edward Gibson, Registrar
Sister Helen Amos, RSM, Assistant Registrar
Mr. Gerald W. Bergeron, Director of Admissions
Mr. Joseph R. Buccheri, Asst. Director of Admissions

MONTGOMERY COLLEGE, Takoma Park, Maryland 20012
* Mr. Wm. C. Tomlinson, Registrar
Mr. Sam V. Cardea, Director of Admissions

MONTGOMERY COLLEGE, Rockville, Maryland 20850
Mr. James. D. Darr, Director of Admissions & Records
Dr. Robert M. Stewart, Associate Dean of Students

MORGAN STATE COLLEGE, Baltimore, Maryland 21212
* Mr. Houston L. Stansbury, Registrar
Mr. Sam Legg, Director of Admissions

MT. ST. MARY'S COLLEGE, Emmitsburg, Maryland 21727
Mr. Guy A. Baker, Jr., Registrar
Mr. Lawrence J. Riordan, Director of Admissions

PEABODY INSTITUTE, Baltimore, Maryland 21202
* Miss Darlene Scott, Registrar
* Miss Nina Meidunas, Assistant Registrar

PRINCE GEORGES COMMUNITY COLLEGE, Largo, Maryland 20870
Mr. Roy W. Christenson, Director Adm. & Records

ST. JOHN'S COLLEGE, Annapolis, Maryland 21404
Miss Christiana White, Registrar

ST. MARY'S COLLEGE OF MARYLAND, St. Marys City, Maryland 20686
Dr. George F. Boyer, Director of Records

SALISBURY STATE COLLEGE, Salisbury, Maryland 21801
* Mr. Ronald A. Phipps, Associate Director of Admissions
Miss D. L. Powell, Registrar
Mrs. Margaret M. Hopkins, Director of Admissions

* Indicates member who attended 1973 Annual meeting.

TOWSON STATE COLLEGE, Baltimore, Maryland 21204
Mr. Gerard A. Sartori, Registrar
Mr. Michael L. Mahoney, Director of Admissions
U.S. NAVAL ACADEMY, Annapolis, Maryland, 21402
Mr. Edward T. Heise, Registrar
UNIVERSITY OF MARYLAND, College Park, Maryland 20742
* Mr. Wayne E. Becraft, Director Univ. Coll. Adms. & Reg.
Mrs. Eugenia B. Brelsford, Asst. Dir. Univ. Coll. Adms & Reg.
* Mr. Eric A. Lampe, Asst. to Director of Adms & Reg.
Mr. Donald W. Giffin, Dir. Admiss. & Registrations
* Mr. Wayne Sigler, Assoc. Director of Admissions
Mr. William C. Spann, Assoc. Dir. Records & Registrar
Mr. William M. Borges, Systems Analyst
* Mr. Kenneth O. Morgan, Dir. Equal Opport. Recruitment
Mrs. Rosalind Jones, Admissions Counselor
UNIVERSITY OF MARYLAND PROF. SCHOOLS, Baltimore, Maryland 21228
* Mr. Wayne Smith, Dir. Adm. & Registration
UNIVERSITY OF MARYLAND, Baltimore County Campus, Baltimore, Maryland 21228
* Miss Judith L. Hirsch, Dir. Admiss. & Registration
WASHINGTON COLLEGE, Chestertown, Maryland 21620
* Mr, Ermon N. Foster, Registrar
* Mr. Albert R. Miller, Assistant Registrar
WESTERN MARYLAND COLLEGE, Westminster, Maryland 21157
* Dr. H. Kenneth Shook, Director of Admissions
Mr. Gregory H. Getty, Asst. Director of Admissions
* Miss Cora V. Perry, Registrar
* Mr. H. Hugh Dawkins, Jr. Assistant Registrar

NEW JERSEY
623 Echo Glen Avenue, River Vale, New Jersey 07675
Mr. Robert M. Anderson, Asst. Director of Admission
ALMA WHITE COLLEGE, Zarephath, New Jersey
Miss Mildred Watkins, Registrar
Mrs. Rosemary Baldwin, Secretary
ALPHONSUS COLLEGE, Woodcliff Lake, New Jersey 07047
Sister Placid, C.S. JE. Registrar
Mrs. Stacey Oliver, Director of Admissions
ALANTIC COMMUNITY COLLEGE, Mayslanding, New Jersey 08330
Miss Linda DeSimone, Director of Admissions
* Mr. Eugene Provenzano, Registrar
BERGEN COMMUNITY COLLEGE, Paramus, New Jersey 07652
Dr. Frederick R. Prisco, Jr., Registrar & Director of Admissions
Prof. Edward E. Flinn
BLOOMFIELD COLLEGE, Bloomfield, New Jersey 07003
Mr. John Cook, Jr., Asst. Director of Admissions
Mrs. Cynthia Hubert Asst. Director of Admissions
Mr. Donald W. Demott, Director of Admissions
BROOKDALE COMMUNITY COLLEGE, Lincroft, New Jersey 07738
* Mr. William A. Richardson, Dir. of Admissions & Records
Mr. Robert S. Sequin, Asst. Dir. Admissions & Records
Mrs. Judith A. Clinesmith, Registration Coordinator
BURLINGTON COUNTY COLLEGE, Pemberton, New Jersey 08068
* Mr. John T. Greb, Jr., Dir. Admiss. & Registration
Mrs. Carol E. Tettis, Asst to Dir Admiss & Registration
CALDWELL COLLEGE, Caldwell, New Jersey 07006
* Sister Mary Elizabeth Shackett, Director of Admissions
Mr. Richard B. Sheahan, Registrar
CAMDEN COUNTY COLLEGE, Blackwood, New Jersey 08012
* Mr. Robert E. Schwalenberg, Director of Admissions
* Mr. Dennis C. Ferry, Associate Registrar

* Indicates member who attended 1973 Annual meeting.

CENTENARY COLLEGE FOR WOMEN, Hackettstown, New Jersey 07840
* Mr. Ralph W. Mickelson, Director of Admissions
Dr. Ernest Dalton, Vice-Pres. Academic Affairs
COLLEGE OF ST. ELIZABETH, Convnt St. New Jersey 07961
* Sister Lucille Anne Egan, Director of Admissions
* Sister Mary George Senderak, Registrar
* Miss Edwina Ward, Asst. Director of Admissions
CUMBERLAND COMMUNITY COLLEGE, Vineland, New Jersey 08360
Mr. Wm. T. Housum, Jr., Director of Admissions & Records
DOUGLASS COLLEGE RUTGERS, New Brunswick, New Jersey 08903
Miss Natalie Aharonian, Director of Admissions
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Mr. Harvey Korman, Assistant to the Registrar
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Mrs. Mary Alice Cleary, Assistant Registrar

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Mr. Robert G. Voss, Assoc. Director of Admissions

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Mr. Ronald E. Mitchell, Assistant Registrar
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Rabbi Neil Gillman, Dean of Students, Rabbinical DP
Rabbi Joseph A. Brodie, Dean of Students. Sch. Judaica
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Mrs. Joyce B. Weiss, Assistant Registrar
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Dr. Victor P. Meskill, Vice President for Admin.
Mr. Wesley Sheffield, Asst. Vice Pres. for Admin.

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Brother C. Wm. Batt, F.S.C., Director of Admissions

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* Miss June Sadowski, Recorder
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Mrs. Sally Ann Anderson, Admissions Counselor

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Sister Margaret Conway, Registrar

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Sister Barbara West, Director of Admissions

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Mother M. DeLourdes, Registrar

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Captain Paul L. Krinsky, Registrar & Dir. of Admissions
LEDR. Ernest W. Falk, Assistant Registrar

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Mr. William HITZ, Asst. Director of Admissions
Mr. Andrew Nelson, Dir. of Admissions & Records
Mrs. Carol Roth, Registrar

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Mr. Merlin Ward, Director of Institutional Research

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Mr. Michael Secko, Registrar

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Sister Mary C. Rusin, Director of Admissions

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Mr. Ronald J. Mirabelli, Director of Admissions

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Miss Phyllis F. Mount, Registrar
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* Sister Catherine Mary, Registrar
Sister M. DeSales, Director of Admissions
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Miss Susan A. Edwards, Director of Admissions
Miss Margaret Atkinson, Registrar
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* Miss B. Vertefeuille, Registrar
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Brother George Larkin, Assistant Director of Admissions
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Mr. Richard Knox, Director of Institutional Research
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* Mr. Edward Fiorelli, Director Admissions
Rev. William Braitmayer, C. M. Asst. Dean Admiss. Recruitment
Mr. William Gorman, Sr. Asst. To Dean
* Mr. Joseph Sciame, Director of Financial Aid
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Sister Ignatius Loyola, Registrar

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Miss Rosalie J. Tutino, College Relations Director

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Mr. Conrad Sharrow, Director of Admissions

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Sister Elizabeth David, Admissions Officer

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Mrs. Mildred W. Saltzer, Registrar

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Dr. J. Norman Hostetter, Asst. Director for Admissions

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Mr. Daniel Frisbie, Director of Admissions
Mr. William A. Stockbine, Director of Univ. Records
Mrs. E. Chu, Asst. Reg. for Sched. & Space
Mr. Bache Whitlock, Director of Financial Aid
Miss Myra J. Coate, Asst. Reg. for Records
Mr. David C. Bertsch, Asst. Reg. for Registration

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Miss Dorothy E. Eells, Coordinator Transcript Eval.

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Mr. William H. Sample, Associate Dean for Admissions

SUNY-COLLEGE AT OSWEGO, Oswego, New York 13126
Dr. James Walters, Director of Admissions
Dr. Donald L. Buck, Registrar

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Mr. David Truax, Director of Admissions

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Dr. William Graves, Acting Director Graduate Stud.
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Mr. Ronald M. Wolk, Director Admiss & Student Affr.
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Mrs. Lorraine Terracina, Admissions Counselor
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SUNY-AG & TECH COLL AT DELHI, Delhi, New York 13753
Mr. John Homa, Registrar
SUNY-AG & TECH. COLL., At Farmingdale, Farmingdale, New York 11735
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Mr. William Kloesz, Director of Registration
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Mr. Donald D. Eckert, Director Records & Inst. Research
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SUNY-JEFFERSON COMM. COLLEGE, Watertown, New York 13601
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Mrs. Mary Jo O'Sullivan, Director of Admissions

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Mrs. Kathleen Gesell, Special Programs
U.S. MILITARY ACADEMY, West Point, New York 10996
Colonel Manley E. Rogers, Dir. of Admiss. & Registrar
Lt. Col. Harold Beal, Assoc. Director of Admissions
Lt. Col. Charles Watkins, Assoc. Director of Admissions
UNIVERSITY OF ROCHESTER, Rochester, New York 14627
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* Mr. Kenneth Warner, Registrar
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VASSAR COLLEGE, Poughkeepsie, New York 12601
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VILLA MARIA COLLEGE OF BUFFALO, Buffalo, New York 14225
* Sister Mary Ambrose, Director of Admissions
Sister Mary Lucentia, CSSF, Registrar
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WELLS COLLEGE, Aurora, New York 13026
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Mr. Joseph B. Carver, Director of Admissions
THE COLLEGE OF WHITE PLAINS, North Broadway, White Plains, New York 10603
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Miss Jo-Ann Tomaiuolo, Director of Admissions
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Prof. Morris Silverman, Registrar
* Mr. Abner H. Groff, Director of Admissions
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Dr. Stephen H. Lazar, Asst. Dean Student Affairs Einstein

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Mr. Dale H. Reinheart, Director of Admissions
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Mrs. E. R. Allen, Registrar
Mr. Victor R. Zack, Jr. Director of Admissions
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* Mr. Joseph A. Onessimo, Veterans Affairs & Asst. Reg.
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Rev. Robert T. Devine, Admissions Counselor
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* Sister Marie Terese O'Grady, Registrar
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Mr. Harold W. Stewart, Registrar
COMMUNITY COLLEGE OF BEAVER COUNTY, Monaca, Pennsylvania 15061
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Mr. Terry L. Dicianna, Dean of Students
BLOOMSBURG STATE COLLEGE, Bloomsburg, Pennsylvania 17815
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Mr. Phillip H. Krause, Admissions Counselor

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Miss Julie E. Painter, Administrator of Records

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* Mr. Richard C. Skelton, Director of Admissions
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Miss Elizabeth L. Henkelman, Assistant in Admissions
Mr. Richard H. Edwards, Assistant in Admissions
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Mr. John J. Sober, Asst. Director of Admissions
Mrs. Eunice Kennedy, Assitant Director of Records

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CABRINI COLLEGE, Radnor, Pennsylvania 16144
* Sister Catherine DeFranco, Registrar
* Mrs. Estelle Oristaglio, Director of Admissions

CALIFORNIA STATE COLLEGE, California, Pennsylvania 15419
Mr. Harold E. Kemper, Director of Admissions

CARLOW COLLEGE, Pittsburgh, Pennsylvania 15213
Miss Helen M. Gradisar, Registrar

CARNEGIE-MELLON UNIVERSITY, Pittsburgh, Pennsylvania 15213
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Ms. Carolyn J. DeHaven, Registrar

CHESTNUT HILL COLLEGE, Philadelphia, Pennsylvania 19118
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Sister Editha, Director of Admissions

COL. MISERICORDIA, Dallas, Pennsylvania 18612
Sister Mary Eloise McGinty, Registrar
Mr. Joseph J. Martinkovic, Director of Admissions

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Mr. John W. Mungin, Asst. Director of Admissions
Mr. K. G. Raja, Registrar
* Miss Flora Maclean, Scheduler
Mr. Steven Dock, Assistant Registrar
Mr. Anthony D'Andrea, Assistant Registrar

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Mr. Thomas Needham, Registrar

DELAWARE VALLEY COLLEGE, Doylestown, Pennsylvania 18901
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* Mr. H. William Craver, Director of Admissions
Mr. D. Lee Strassburger, Asst. to Director of Admissions
Mr. Stanley A. Sitarski, Asst. to Director of Admissions
Mrs. Evelyn Porter, Asst. Director of Admissions
Mr. Robert M. Sauer, Financial Aid Officer

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Mr. R. James Kornish, Assoc. Director of Admissions
Miss Mary Moser, Asst. Director of Admissions
Mr. Robert Thomas, Asst. Director of Admissions
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* Mr. John W. Neal, Jr., Registrar
* Mrs. Lynne Dalla, Assistant Registrar
Mr. T. Edwards Townsley, Dean of Admissions
DROPSIE UNIVERSITY, Philadelphia, Pennsylvania 19132
Miss Sarai Zausmer, Reg Frgn. St. Adv.
DUQUESNE UNIVERSITY, Pittsburgh, Pennsylvania 15219
Mr. Thomas F. Bailey, Registrar
Mr. Joseph Merante, Director of Admissions
EASTERN BAPTIST COLLEGE, St. Davids, Pennsylvania 19087
* Miss Ruth Widmaier, Registrar
* Mr. William A. Zulker, Director of Admissions
Mr. Frederick G. Dickason, Dir. of Institutional Research
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Dr. Richard H. Luce, Director of Admissions
Mr. C. Edward Smith, Dir. of Records & Registrar
Mr. John H. Jones, Asst. Director of Admissions
EDINBORO STATE COLLEGE, Edinboro, Pennsylvania 16412
Mr. Harold Umbarger, Director of Admissions
ELIZABETHTOWN COLLEGE, Elizabethtown, Pennsylvania 17022
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Mr. D. Paul Greene, Director of Admissions
FRANKLIN & MARSHALL COLLEGE, Lancaster, Pennsylvania 17604
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* Mr. Ronald D. Potier, Director of Admissions
* Mrs. Yvonne E. Gibbel, Recorder
Mr. Donald E. Martin, Assoc. Director of Admissions
* Mr. John P. Oharen, Director Data Proc.
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Dr. Richard L. Herbstritt, Director of Admissions
GENEVA COLLEGE, Beaver Falls, Pennsylvania 15010
Mr. James G. Rudolph, Director of Admissions
Miss Bessie M. Burrows, Registrar
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Mr. Delwin K. Gustafson, Director of Admissions
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Mr. John H. Moser, Director of Admissions
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Sister Kevin Mary McDonough, Registrar
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Mrs. Ealeen Abelle, Registrar
Miss Helen Ridgley, Director of Admissions
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Mr. Donald E. Miller, Counselor
Mr. Arthur J. James, Veterans Officer

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Miss Angela Godshall, Director of Admissions
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* Str. Gemma Mary Schiavo Blaston, Registrar
* Sister Dorothy Regina Tumulty, Assistant Registrar
Sister M. Saint Kathleen, Dean of Admissions
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Dr. Fred Dakak, Dean of Admissions
Mr. Peter Metarko, Assoc. Dean of Admissions
Mr. Lyman Connor, Asst. Dean of Admissions
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Mr. John E. Andrews, Dir. Adm. & Reg. Coll. All. Hth. Ser.
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Mr. William G. Gibbs, Registrar
JUNIATA COLLEGE, Huntingdon, Pennsylvania 16652
Mr. Richard E. Kimmey, Dir. of Admissions
Mr. Thomas J. Nolan, Registrar
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Mr. W. Dean Holdeman, Registrar
Mr. Richard K. Manqan, Director of Admissions
KINGS COLLEGE, Wilkes Barre, Pennsylvania 18702
Mr. George Machinchick, Director of Adminissions
Miss Marie Luksic, Registrar
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Mr. Richard W. Haines, Director of Admissions
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Mr. Dominic Galante, Assistant Registrar
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Brother Andrew Bartley, Director of Admissions
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Mr. John J. King, Dir. Admiss. Evening Division
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Mr. Samuel H. Missimer, Director of Admissions
Mr. F. E. Ressler, Associate Registrar
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Mr. David F. Moyer, Director of Admissions & Records
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Mr. Ronald R. Chavious, Director of Admissions
Dr. Leroy D. Johnson, Dean & Registrar
LUZERNE COUNTY COMMUNITY COLLEGE, Wilkes Barre, Pennsylvania 18701
Mr. Michael S. Kwak, Director of Admissions
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* Mr. Robert J. Glunk, Registrar & Assistant Dean
Mr. Frank J. Kamus, Director of Admissions

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Mrs. Gretchen L. Schipper, Asst. Director of Admissions

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MARYWOOD COLLEGE, Scranton, Pennsylvania 18509
Sister M. Margrete Kelley, Registrar
* Sister M. Jogues Earley, Director of Admissions

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MERCYHURST COLLEGE, Erie, Pennsylvania 16501
Mr. Thomas Billingsley, Registrar
* Mr. James G. Lanahan, Director of Admissions

MESSIAH COLLEGE, Grantham, Pennsylvania 17027
Mr. Paul L. Snyder, Director of Admissions
Miss Sara E. Herr, Registrar

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* Mr. Ralph L. Wright, Scheduling Officer
* Dr. J. Henry Keneagy, Director of Admissions
Mr. Blair Treasure, Asst. Director of Admissions
Mr. Melvin R. Allen, Asst. Director of Admissions

MOORE COLLEGE OF ART, Philadelphia, Pennsylvania 19103
* Miss Janet L. Fling, Director of Admissions
Mrs. Marcie Waksman, Assistant to the Registrar
* Mrs. Dolores Lewis, Registrar

MORAVIAN COLLEGE, Bethlehem, Pennsylvania 18018
Ms. Marge Sherry, Registrar
Mr. John McKeown, Director of Admissions

MOUNT ALOYSIUS JUNIOR COLLEGE, Cresson, Pennsylvania 16630
* Sister Mary Charlene Kelly, Assistant Registrar
* Sister Mary Damian Geisler, Registrar
* Sister Frances Mary Murray, Director of Admissions

MUHLENBERG COLLEGE, Allentown, Pennsylvania 18104
Mr. Roland W. Dedekind, Registrar
Mr. George W. Gibbs, Director of Admissions

NORTHAMPTON COUNTY COMMUNITY COLLEGE, Bethlehem, Pennsylvania 18017
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* Mr. Edwin C. Eigenbrot, Jr., Director of Admissions

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Mr. Robert C. Garofola, Dean of Students
Mr. G. Russell Waite, Director of Admissions
Mr. Clair B. Groff, Registrar
Mr. Sterling W. Bermender, Director of Financial Aid

PENNA. COLLEGE OF OPTOMETRY, Philadelphia, Pennsylvania 19141
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Miss Virginia C. Kennedy, Asst. Registrar
Mr. Edward F. Barrett, Asst. Director of Admissions

PENNSYLVANIA STATE UNIVERSITY, University Park, Pennsylvania 16802
Dr. T. Sherman Stanford, Special Asst. to the Sr. V.P.
Mr. Warren R. Haffner, Dir. Div. Admiss, Records, & Sched.
Mr. John E. Miller, Univ. Sched. Off.
Dr. Bernard J. Busovne, Director Graduate Admissions
Mr. Elwood M. Wagner, Records Officer

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* Miss Mary Gundel, Director of Admissions
* Miss Patricia Young, Financial Aid Officer
Mr. James R. Thorne, Records Officer
Mr. Ramone Segree, Special Projects Officer
Mr. Walter M. Slygh, Academic Services Officer

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Mr. James V. Maugeri, Jr., Associate Registrar
Mrs. Evelyn D. Barkovich, Assistant Registrar
Mr. Anthony H. Moretto, Jr., Assistant Registrar
* Mrs. Katheyn M. Gantz, Dir. Admiss. Medical School
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Miss Kay Ransdell, Director of Admissions
* Mr. Robert D. Weitzel, Deal of Students
PHILADELPHIA COLLEGE OF BIBLE, Philadelphia, Pennsylvania 19103
Mr, John Clements, Registrar
* Mr. H. Eugene Vickers, Director of Admissions
PHILADELPHIA COLLEGE OF OSTEO, MED, Philadelphia, Pennsylvania 19139
Mr. T. M. Rowland, Jr., Vice Pres & Director of Admissions
* Miss Carol A. Fox, Registrar
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Mr. John E. Kramer, Registrar
PHILADELPHIA COLLEGE OF TEXTILES AND SCI, Philadelphia, Pennsylvania 19144
Mr. Paul Kerstetter, Registrar
Mr. John W. Sharkey, Assistant Registrar
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Mr. Brian Lewis, Asst. Director of Admissions
* Miss Cathy George, Asst. Director Financial Aid
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Mrs. Rita DiRenzo, Registrar
UNIVERSITY OF PITTSBURGH, Pittsburgh, Pennsylvania 15213
Dr. Theodore T. Polk, Dir. Student Personnel Services
Mr. Kenneth J. Wenger, Dean Admissions & Student Aid
* Mr. Frank F. Reed. Jr., Registrar
Mr. Neil T. Benson, Foreign Student Admiss Counsl
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Mrs. Sally W. Burgly, Registrar
ROBERT MORRIS COLLEGE, Pittsburgh, Pennsylvania 15219
Mr. John Zebroski, Registrar
Mr. Robert Walker,Director of Admissions
Mr. Thomas Olson, Assoc, Director of Admissions
ROSEMONT COLLEGE, Rosemont, Pennsylvania 19010
Sister Constance O'Connor, Director of Admissions
Sister Patricia Becker, Registrar
ST. FRANCIS COLLEGE, Loretto, Pennsylvania 15940
* Fr. Fabian McNichol, Registrar
Mr. Leo B. Flynn, Director of Admissions
Mr. Dan Troppoli, Director of Financial Aid
ST. JOSEPH'S COLLEGE, Philadelphia, Pennsylvania 19131
* Mr. William P. Lyons, Registrar
ST. VINCENT COLLEGE, Latrobe, Pennsylvania 15650
Rev. Louis Sedlacko, Director of Admissions
Mr. Francis E. Pipak, Admissions
UNIVERSITY OF SCRANTON, Scranton, Pennsylvania 18510
* Rev. Bernard R. McIlhenny, Director of Admissions
Col. Zim E. Lawhon, Registrar
* Mrs. Alice Murphy, Assistant Registrar
SETON HILL COLLEGE, Greensburg, Pennsylvania 15601
Sister Deborah Kelly, Registrar
SHIPPENSBURG STATE COLLEGE, Shippensburg, Pennsylvania 17257
Mr. Melvin B. Campbell, Registrar
Mr. Albert Drachbar, Director of Admissions
Mr. William Harrell, Asst. Director of Admissions

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Dr. Robert A. Lowry, Director of Admissions
Mr. Joseph C. Marks, Registrar
SPRING GARDEN COLLEGE, Chestnut Hill, Pennsylvania 19118
* Mrs. Mary Donnelly, Registrar
Mr. J. R. Marks, Dir. Admiss. & Financial Aid
SUSQUEHANNA UNIVERSITY, Selinsgrove, Pennsylvania 17870
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* Miss Joyce K. Gilbert, Assistant Registrar
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* Mr. B. Hopkins Moses, Registrar
* Mr. John P. Whitby, Director of Admissions
WILSON COLLEGE, Chambersburg, Pennsylvania 17201
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YORK COLLEGE, York, Pennsylvania 17406
Mr. Richard W. Call, Registrar
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